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AUTHOR	Stecklein, John E.; Liu, Han C.
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ABSTRACT

In January 1974, the National Association for Foreign Student Affairs undertook a survey of 52 U.S. four-year higher educational institutions with the largest foreign student enrollments, and a survey of a 20 percent sample of foreign students attending one private and six public institutions of higher education. Foreign student advisors on each of the campuses were asked to provide data about their foreign students, including Visa status, sex, marital and dependent status, employment activities and needs, and their financial resources and needs. Of the 52 institutions that were invited to participate, 39 of them responded representing approximately 39,000 foreign students in the U.S. Findings suggest that: (1) A substantial part of the support for foreign students comes from sources outside the U.S.; (2) U.S. educational institutions represent the second major source of support, accounting for about one-third of the total dollar amount of foreign students' support; (3) Support from parents and relatives and personal savings decrease after the foreign student's first year in the U.S.; (4) Income from on- and off-campus-jobs during the academic year and savings from summer employment account for about one-fifth of the total dollar support of foreign students; (5) The number of foreign students who work in other than teaching or research assistantships is small, and most of those who work do so in on-campus jobs. (Author/MJM)

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Study of Foreign Student Employment and Financial Resources

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Advisory Committee on the Study

Forrest Moore, University of Minnesota – Chairman
Alex Bedrosian, Newark College of Engineering
Russell Stevenson, Agricultural Development Council, Inc.
Leo Sweeney, University of Missouri-Kansas City
August G. Benson, Michigan State University
Hugh M. Jenkins, Executive Vice President-NAFSA

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National Association for Foreign Student Affairs
1860 - 19th Street, N.W.
Washington, D.C. 20009

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STUDY OF FOREIGN STUDENT EMPLOYMENT AND FINANCIAL RESOURCES

Part I: Institutional Survey
Part II: Individual Survey

by

John E. Stecklein
Han C. Liu

University of Minnesota

Fall 1974

National Association for Foreign Student Affairs
1860 19th Street, N.W.
Washington, D.C. 20009
(202) 462-4811

PART I

TABLE OF CONTENTS

BACKGROUND OF THE STUDY I

PART I - INSTITUTIONAL STUDY ....

List of Tables III

Abstract of Findings 1
  Employment 1
  Financial Resources 3
  Institutional Support 4
  Educational Costs 5
  Conclusions and Implications 6

Purpose of the Study 7
Study Population 7
Questionnaire 7
Data Analysis 8
Results 9
  Background Statistics .... [illegible]
    Total foreign students reported 9
    Students with F-1 or J-1 visas 12
  Foreign Student Employment 13
    Application for work permits 13
    Actual employment 15
    On-campus employment 22
    Off-campus employment 22
    First year student employment 26
    J-2 Spouse employment 26
    Number of jobs filled by foreign students 28
    Practical training program 29
    Factors that lead to failure in locating employment 29
  Financial Resources and Needs 30
    Sources of support 30
    Financial aids provided by institution 35
  Educational Costs 41
    Average educational costs of type of housing 41
    Foreign student advisors' perception of how foreign students will meet increased costs 45
    Possible actions to be taken by institutions as a result of increased costs for foreign students 45
  Problems of Data Collection, Limitations of the Study, and Recommendations 46

PART II

TABLE OF CONTENTS

PART II - INDIVIDUAL SURVEY 49

- List of Tables 51
- Abstract of Findings 53
    - Employment 55
    - Student Costs 56
    - Sources of Support 57
    - Financial Assistance 59
    - Coping with Increased Costs 59
    - Conclusions and Implications 60
- Purpose of the Study 61
- Study Population 61
- Sampling 61
- Questionnaire 62
- Results 64
    - A Profile of the Respondents 64
    - Employment 66
        - Employment Status 66
        - Failure to Find Work 66
        - Visa Status 68
        - On-campus Jobs 68
        - Off-campus Jobs 68
    - Nature of Foreign Student Employment 70
    - Average Pay Per Hour 70
    - Length of Time Worked 73
    - Total Earnings 73
    - Problems Related to Employment 76
    - Practical Training 76
- Costs While Attending the University 77
    - Expenses Directly Associated with Attending the University 77
    - Housing and Food 78
    - Personal Expenses 78
- Sources of Support 84
    - Dollar Amount and Percentage of Support from Various Sources 84
    - Sources of Support by Length of Time in the U.S 88
    - Sources of Support by Sex 91
    - Sources of Support by Student Classification 91
    - Sources of Support by Geographical Area of Origin 96
    - Financial Assistance Sought and Granted; Loans, Scholarship and Grants 96
    - Action to be Taken by Foreign Students to Cope with Increased Educational Costs 97
- Problems of Data Collection, Limitations of the Study, and Recommendations 103

APPENDIX 105

BACKGROUND OF THE STUDY

In these days of inflation, the costs of attending a university or college are rapidly increasing. This, coupled with the growing restrictions on opportunities for employment and limited financial aid, presents the 145,000 or so foreign students in the U.S. with an extremely serious financial problem.

The National Association for Foreign Student Affairs (NAFSA) is concerned about the impact of rapidly increasing costs upon the financial resources of the foreign students currently enrolled in U.S. higher educational institutions, as well as those who may come in the future. It is the hope of NAFSA that constructive ways can be found to avert a crisis.

On September 21, 1972, members of NAFSA Government Liaison Committee met with representatives of the Department of State, the Immigration and Naturalization Service, and the Department of Labor to discuss issues relevant to foreign student employment. In that discussion the lack of hard data to support the impressions and opinions of either the NAFSA members or the agency personnel about foreign student's employment was very evident, and NAFSA was directly challenged by the agency representatives to conduct a national study to gather the facts.

In December, 1972, a two-day meeting called by NAFSA and sponsored by the Rockefeller Foundation was held in New York. Those present considered the feasibility, dimensions, and procedures for a study of foreign student resources and expenditure patterns. The group felt that such a study would be feasible and a proposal seeking support for the project was drafted and submitted to the Rockefeller Foundation. In August, 1973, the Foundation made an initial grant to permit NAFSA to begin a part of the proposed study. Proposals for the study were submitted by several groups and in November 1973, Dr. John E. Stecklein of the University of Minnesota was selected to direct a study that would focus on institutional surveys of a number of educational institutions with sizeable foreign student enrollments. Leo Sweeney, then NAFSA President, named an advisory committee to guide the efforts of the study team.

The survey was designed to ask foreign student advisors in 52 institutions to provide information by drawing from existing data or by making special internal studies or, if neither of these were possible, to provide educated estimates. The advisory committee discussed and approved the survey plan and instruments in January 1974. This and subsequent meetings of the Advisory Committee were founded by the Agricultural Development Council.

Included in the study plan was a proposal to create a survey instrument that could be used to obtain data from individual foreign students. Since funds were not adequate to conduct the individual survey, it was proposed that selected institutions be invited to undertake the individual student survey using their own resources. This plan and the content of the individual survey form were also approved by the Advisory Committee at its January 1974, meeting.

In March 1974, as a result of initiatives undertaken, a grant was made by the Bureau of Educational and Cultural Affairs of the State Department to expand the Institutional Survey by making it possible for the Project Staff to conduct centrally the survey of individual foreign students in seven selected U.S. universities.

PART I

INSTITUTIONAL SURVEY

PART I
LIST OF TABLES

Table — Page

1 Distribution of Foreign Students by Visa Status and Student Classification.... 10

2 Distribution of Foreign Students by Sex, Marital and Dependent Status.... 11

3 Distribution of F-1 and J-1 Visa Holders by Student Classification.... 12

4 Number of Work Permit Applications by Employment Location and Visa Status.... 14

5 Number of Work Permits Granted by Employment Location and Visa Status.... 15

6 Distribution of F-1 Holders' Actual Employment by Employment Location and Student Classification.... 16

7 Distribution of J-1 Holders' Actual Employment by Employment Location and Student Classification.... 17

8 Distribution of Actual Employment by Employment Location, Visa Status, and Location of Institution.... 18

9 Distribution of Actual Employment by Employment Location, Visa Status, and Size of Foreign Student Enrollment.... 20

10 Distribution of Actual Employment by Visa Status, Student Classification, and Size of Foreign Student Enrollment.... 21

11 Distribution of On-Campus Employment by Job Type and Weekly Work Load.... 23

12 Distribution of On-Campus Employment by Job Type and Size of Foreign Student Enrollment.... 24

13 Distribution of Off-Campus Employment by Job Type and Weekly Work Load.... 25

14 Number of Jobs Available, Number of Job Applicants, and Number of Jobs Filled by Job Location.... 28

15 Sources of Support, by Student Classification.... 31

16 Sources of Support, by Size of Foreign Student Enrollment.... 32

Table		Page
17	Sources of Support, by Type of Institutional Control and Student Classification	33
18	Amount of Institutional Support for Foreign Students for the Academic Year 1973-74, by Type of Foreign Student	36
19	Amount of Institutional Support for Foreign Students for the Academic Year 1973-74, by Type of Institutional Control	37
20	Amount of Support for Foreign Students for the Academic Year 1973-74, by Source of Support and Type of Institutional Control	38
21	Amount of Institutional Support for the Academic Year 1973-74, by Size of Foreign Student Enrollment	40
22	Estimated Educational Costs of Quarter System Institution for Fall 1973 and 1975, by Type of Residence	42
23	Estimated Educational Costs of Semester System Institution for Fall 1973 and 1975, by Type of Residence	44

Abstract of Findings: Institutional Survey

In January, 1974 the National Association for Foreign Student Affairs (NAFSA) undertook a survey of 52 U.S. four year higher educational institutions with the largest foreign student enrollments. Foreign student advisors on each of the campuses were asked to provide data about their foreign students, including visa status, sex, marital and dependent status. Advisors were also asked to provide data on foreign student employment activities and needs, and their financial resources and needs.

Of the 52 institutions that were invited to participate, 39 of them responded, three by saying that they were unable to collect the data requested and preferred not to give estimates. Data were thus provided, either as estimates or as actual statistical counts, by 36 institutions representing approximately 39,000 foreign students in the U.S.

The respondent institutions were largely state-supported universities (26 out of 36); nearly half were located in cities with a population over 500,0000, and about one-third enrolled more than 1,300 foreign students.

Of the nearly 39,000 foreign students (including immigrants identified by their campuses as foreign students) reported on by the 36 institutions, about 64 per cent held F-1 visas and 14 per cent had J-1 visas. Fifty-five per cent had advanced professional or graduate student status. Nearly eight out of 10 were male students. Twenty-one per cent were married and had their spouses with them, while six per cent had children with them as well. Twenty-seven per cent were in their first year at the reporting institutions and about one fourth of these first year students were transfers from other U.S. institutions.

EMPLOYMENT

Only 20 of the institutions were able to provide data about work permit applications and permits granted. These 20 institutions represented over 51 per cent of all F-1 students and 59 per cent of all J-1 students in the 36 reporting institutions. Of the F-1 visa holders, about 2,500 applied for on-campus work permits and nearly 700 applied for off-campus work permits. Nearly 450 J-1 visa holders applied for on-campus permits, compared with 128 who requested off-campus permits. Percentagewise, the figures were similar for F-1 and J-1 visa halders--about 78 per cent and 22 per cent in each case seeking on- and off-campus permits.

Data were usually not available to show what percentage of those who applied for work permits actually received them. However, the respondents were able to report the total number of permits granted, involving in some cases estimated figures. Two thousand four hundred and thirty work permits were granted to F-1 visa holders for on-campus work and 557 for off-campus work. Slightly fewer than 440 permits were granted to J-1 visa holders for on-campus work compared with 113 for off-campus work. Percentagewise, the proportion of permits granted for on-campus work was slightly higher (about 2-3 per cent) for both F-1 and J-1 students than the proportion of permits granted for off-campus work. Since the problem of determining the number of off-campus work permits granted seemed to be one of the most difficult faced by the respondents, this discrepancy may simply be due to estimation error.

Combining all figures on permits granted, the survey shows that about 22 per cent of the foreign students in the reporting institutions had obtained work permission, including only 4 per cent with off-campus work permission. The former figure is probably an underestimate, reflecting variation in institutional policies regarding the need for formal permission for on-campus employment.

Data on actual foreign student employment were provided by 29 institutions enrolling 31,830 foreign students. Slightly less than a fourth of the foreign students in these institutions were reported to be working. For both F-1 and J-1 students who were working, the preponderant proportion (83-89 per cent) of the advanced professional and graduate students held on-campus jobs, for the most part teaching and research assistantships. Similarly, nearly three-fourths of the undergraduate F-1 students worked on campus. However, the working undergraduate students with J-1 status were divided about equally between on- and off-campus jobs.

About 70 per cent of those who worked Fall term 1973 held an academic or professional type job (teaching and research assistantships, primarily). Only 10 per cent had office jobs and seven per cent worked in food services. An additional five per cent had custodial or other labor jobs and three per cent had jobs in a hospital or laboratory.

Three-fourths of those who had employment on-campus worked more than one-fourth time, but not more than half time. Seven per cent were reported to have worked more than half time, but it is not known whether this work was with special permission or whether the group included immigrants or foreign students in authorized practical training. Eighty-nine per cent worked the entire Fall term.

Of those who worked off-campus, 69 per cent had non-discipline-related jobs. About a fourth of this group worked one-fourth time or less and 56 per cent worked between one-fourth and one-half time, or exactly half time. In terms of length of time worked, 68 per cent had off-campus jobs the entire Fall term.

Foreign student advisors in four institutions said they did not know whether any first-year foreign students worked or not ; one FSA said "no" and 28 said "yes." Of the 28 who said "yes," 26 reported that 1,162 first year foreign students worked Fall term 1973, 96 per cent in on-campus jobs, including assistantships. About nine out of 10 worked throughout the Fall term.

J-2 spouses were reported to be working by 27 of the 36 responding institutions. Figures provided totalled 723, or 42 per cent of the spouses accompanying J-1 foreign students in the survey. Off-campus jobs were held by 53 per cent of these working spouses. Eighty-two per cent of those who worked (either on- or off-campus) did so throughout the entire term.

The foreign student advisors were asked to provide the number of job applicants and number of jobs listed as available by their Student Employment Offices for the Fall term 1973, for both on- and off-campus jobs. Data were provided by 23 institutions, totally or in part. Over 71,000 U.S. student job applicants were reported by 17 institutions and nearly 2,900 foreign student job applicants were reported by 14 institutions. Most schools were unable to get separate listings for foreign and U.S. students. The total number of jobs available was reported at just over 48,000 by 23 institutions. If the same proportion of job applicantions prevailed in the institutions that did not provide such specific statistics, the number of job applicants would outnumber the number of jobs about two to one. Five per cent of the jobs that were filled were taken by foreign students, which is one per cent greater than their proportion of all applicants. This percentage prevailed for both on- and off-campus jobs.

Foreign students in 35 of the responding institutions had begun practical training programs in the Fall term 1973. A total of 552 such students was reported, representing less than two per cent of the total F-1 and J-1 students in the survey.

When asked to rank the three most important factors that put foreign students at a disadvantage in seeking jobs, FSAs most frequently ranked as number one the "employer's preference for U.S. nationals." Ranked second was the foreign student's "unfamiliarity with job-seeking procedures," and ranked third and fourth were "unfamiliarity with requirements of a job" and "inadequate English proficiency." Nearly 90 per cent of the responding institutions stated that some of their foreign students had complained about not being able to find a job. The sum of the numbers reported was 623, or less than two per cent of all students. Expressed as a percentage of those who were job applicants through the Student Employment Office, however, the figure becomes 17 per cent.

Financial Resources

When asked to provide data giving the various sources of financial support for foreign students and the amounts of such support in dollars, the FSAs reported the following:

1. The most frequently cited source of support was family and personal savings. Forty-seven per cent of all students were listed as receiving such support, which accounted for 48 per cent of total resource dollars reported. Sixty-nine per cent of the undergraduates and 31 per cent of the graduates relied on such support.

2. Employment, primarily teaching and research assistantships, was listed second most frequently, for an estimated 26 per cent of all foreign students. Three times as many graduates as undergraduates were reported to rely on income from employment for support.

3. Institutional aid in the form of loans, scholarships, assistantships, and fellowships was the third major source of support in terms of numbers of students receiving such aid (about 12 per cent). In terms of the dollar amounts, institutional aid, inclucing all on-campus employment, represented 26 per cent of the total resources reported.

4. Private foundations and corporations and foreign (home) government sources each provided support to an estimated eight per cent of the foreign students. More graduate than undergraduate foreign students depended on these sources for aid.

5. U.S. government sources provided support for about six per cent of the foreign students.

6. A larger proportion of foreign students in public institutions than in private institutions were reported to depend upon family resources and employment (49 and 44 per cent, respectively, for family resources and 28 and 20 per cent, respectively, for employment). However, private institutions, with higher overall costs, reported a slightly higher percentage of their students with loans, scholarships, or fellowships than did the public institutions.

7. Expressed in terms of dollar totals, the sources mentioned above contributed the following estimated amounts to the students in the reporting institutions for the 1973-74 year:

Family resources and savings	--$51,200,000(23 institutions reporting)
Foreign government	--$12,000,000(24 institutions reporting)
Foundations and other public agencies	--$ 4,900,000(16 institutions reporting)
U.S. Government	--$ 8,300,000(21 institutions reporting)
U.S. universities(grants, loans, tuition waivers, assistantships and scholarships)	--$26,100,000(28 institutions reporting)
Other on-campus employment	-- 1,500,000(22 institutions reporting)

The combined impact upon the U.S. economy in just these few institutions would be estimated at over $100,000,000 for that year, with $63,200,000 representing a contribution to the economy from external sources.

Institutional Support

Each FSA was asked to report the kinds and amounts of institutional support provided by his institution to foreign students. Figures were reported by 21 to 28 institutions on the various sources of aid.

The total dollar amount of institutional support for the academic year 1973-74 reported by 28 institutions amounted to slightly over $26,100,000. Seventy per cent of this amount was in the form of teaching and research assistantships, and 15 per cent was in the form of tuition scholarships or waivers. An additional 10 per cent was in the form of other scholarships, grants, and fellowships. Institutional loans and income from "other on-campus employment" constituted an additional five and six per cent, respectively.

Educational Costs

Quarter-system institutions, 13 in all, reported average expenditures for foreign students of $1,692 per academic year for tuition. Food and housing came to $1,545 for those living in residence halls, and about $240 more per year for those living in an apartment or a rooming house. Tuition was considered to represent 39 per cent of total costs of $4,380 per academic year and 18 and 19 per cent, respectively, for food and housing for those living in residence halls.

Semester schools, numbering 23, reported average tuition of $1,620 for an academic year, accounting for about 40 per cent of total costs. Food costs were reported at $720 for two semesters, regardless of type of housing used. Total costs were estimated at $3,940 per academic year for residence hall occupants and about $200 higher for those living in other types of housing.

When tuition, books, fees, and transportation to campus were averaged across quarter and semester systems, these costs represented 52 per cent of all costs. Food and housing represented 35 per cent, and all other costs 14 per cent.

When asked to estimate tuition and other costs for 1975-76, FSAs in quarter-system institutions predicted that tuition costs would go up about 20 per cent, food costs would increase by 14-17 per cent, and housing costs would rise about 10 per cent. Their counterparts in the semester-system institutions estimated increases of 1-3 per cent in tuition, 10 per cent for food, and 13-14 per cent for housing.

Finally, when asked how they thought foreign students would meet such increases in costs, the FSAs most frequently checked five possible actions. The five actions listed in order of frequency of mention were: obtain additional aid from the family; seek grants or scholarships; obtain jobs; reduce expenditures, and borrow from other sources. When asked what actions they thought their own institutions would undertake, 17 reported that they expected their institution to require full support in advance of admission. The next most likely actions mentioned were to obtain funds for additional loans and scholarships, find more on-campus employment, and reduce the number of foreign students in the Ph.D. programs.

Conclusions and Implications

The following conclusions and implications are derived from the major findings of this study:

1. The number of foreign students who work in other than teaching or research assistantships is small, and most of those who work do so in on-campus jobs. Relatively few take jobs off-campus during the academic year.
An extrapolation of the data collected in this survey to the entire college and university foreign student population in the U.S. would put only about 12,000 foreign students out of a total of 118,339 (excluding immigrants) in off-campus jobs during the school year, and nearly all of those would be in part-time jobs. By similar extrapolation, 26,300 would have on-campus jobs (including teaching and research assistants).

2. The majority of on-campus jobs go to graduate and advanced professional students on the campuses studied, usually in the form of teaching or research assistantships.

3. Vast differences exist in the amount of institutional (university) support provided to foreign students. However, the total amount of such support -- $26,000,000 for just 28 institutions -- is impressive. Extrapolated to the entire group of educational institutions this figure would be more than $100,000,000 annually.

4. The amount of money contributed to the U.S. economy by foreign students and their families is sizeable. Combining the total amounts from parents and relatives, personal savings, and foreign governments, as reported by only part of the institutions in this study, a total of about $63,000,000 is reached. This total can be extrapolated to an extimated $320,000,000 input into the economy of the U.S. in an academic year.

5. Educational costs for foreign students in 1973 were estimated to be $4,103 per year; projections for 1975 were estimated to be $4,748 per academic year. Expenses related to attendance in classes--tuition , fees, books, supplies, and transportation -- account for 50 per cent or more of the total expense. Costs of education in both semester and quarter systems are reaching a point where very few students from the developing countries can be expected to meet them from family resources.

PART I: INSTITUTIONAL SURVEY

Purpose of the Study

The purposes of the institutional survey were:

1. To provide more accurate and complete background data on the foreign student and dependent population;
2. To obtain more complete information than is presently available on the present employment picture and unmet employment needs;
3. To gather information on foreign students' financial resources and needs; and
4. To determine the availability or lack of availability of reliable, hard data maintained by or accessible to foreign student advisors' offices.

Study Population

U.S. universities and colleges enrolling more than 650 foreign students [as reported in the 1972-73 Institute of International Education (IIE) census] constituted the population for this study. A few "atypical" junior colleges, community colleges, and institutions with a large number of immigrant foreign students were excluded. The 52 U.S. institutions chosen for the study enrolled 64,304 foreign students, representing 45.1 per cent of the total foreign student population in the U.S. for the 1972-73 academic year.

Questionnaire

A questionnaire was designed to obtain institutional data on foreign student employment, institutional resources for foreign students, student resources and needs, and educational costs. Preliminary drafts were sent to the members of the advisory committee and others for their suggestions. The investigators and the advisory committee were well aware that some of the data requested were difficult to gather, but foreign student advisors were asked to try to answer all questions. When actual data were not available, best estimates were requested. It was also believed that knowledge of the unavailability of data needed for decision-making would be an equally important outcome of the study.

The questionnaire was sent to the participating institutions on March 1, 1974. Instead of sending the usual written follow-up reminder to increase the response rate, members of the advisory committee were asked to contact the foreign student advisors (FSAs) of the participating institutions to encourage them to respond to the survey. At the cut-off date (May 14, 1974) a total of 39 institutions, or 75 per cent of those selected for inclusion in the study, had responded to the survey. Of the 39, three institutions indicated that they either were not able to participate in the study because they were short of staff and funds to carry out the collection of the data requested, were unable to provide the data needed, or preferred not to give estimates of data. The others provided either complete or partial information on data requested. The total number of usable questionnaires was thus 36, representing 40,390 foreign students or 28 per cent of the total number of foreign students in the U.S. for the 1972-73 academic year (as reported in Open Doors for 1972-73).

Data Analysis

Responses to the questionnaire were coded and punched on computer cards for analysis. Since in many instances a number of the participating institutions indicated that certain data were not available, special precautions were taken to code this type of information.

Studies of the characteristics of the respondent groups showed that slightly less than three-fourths (72 per cent) of the institutions were public schools, nearly one-half (47 per cent) were located in cities with a population of over 500,000 and slightly less than one-third (31 per cent) were institutions having more than 1,300 foreign students. When compared on these indices with the 52 institutions in the original group, the respondent group was slightly over-represented by public schools, and slightly under-represented by schools located in cities with over 1,000,000 population.

Since not all institutions provided data on all questions, it was not possible to determine a common base for percentage figures for every table. Percentages were computed in cases where the number reporting were exactly the same or differed very slightly.

Summary analyses of data were made on visa status, work permit applications, employment activities, and financial resources provided and needed. For further details, comparisons of many responses were made by size of foreign student enrollment, type of institutional control, and population of area where the institution is located.

RESULTS

Background Statistics

Total Foreign Students Reported

One objective of this study was to provide more accurate background data on the foreign students holding F-1 and J-1 visas. The following section presents data on visa status, student classification, sex, and marital and dependent status, as well as length of time at the institution.

The 36 participating universities reported 38,594 foreign students enrolled at their institutions for the fall term 1973, excluding students enrolled in intensive English institutes or orientation centers at the time of the administration of this survey (Table 1). About 64 per cent of the reported students had F-1 visas and 14 per cent had J-1 visas. Nearly one-fifth (19 per cent) were immigrants, about the same percentage reported in Open Doors for 1972-73 for all institutions included in the IIE census.

About 55 per cent had advanced professional or graduate status and 42 per cent were undergraduates. Three-fifths of the advanced professionals and graduates had F-1 visas and a fifth had J-1 visas. Of the undergraduates, nearly two-thirds had F-1 visas and only five per cent had J-1 visas.

More than three-fourths (77 per cent) of the reported foreign students were male. Slightly less than 73 per cent of the students were single, 15 per cent were married with dependent spouse accompanying them, six per cent were married with dependent spouse and children accompanying them, and less than five per cent were married with dependent spouse and/or children in their home countries. Slightly less than one-tenth of the students who were married reported that their spouses were also students during the Fall Term 1973 (Table 2).

Slightly more than a fourth (28 per cent) of the reported students were in their first year at the participating institutions. Of the first year students, 73 per cent were direct from overseas or English Orientation Centers; the remaining 27 per cent had transferred from other U.S. institutions.

Table 1. Distribution of Foreign Students by Visa Status and Student Classifications, Fall Term 1973, NAFSA Study of Foreign Student Employment and Financial Resources.

	Student Classification							
	Undergraduate		Advanced Professional and graduate		Other[c]		Total	
Visa Status	N	Per cent	N	Per cent	N	Per cent	N	Per cent
F-Visa	10,354 (35)[a]	63.7	12,793 (34)	59.8	559 (17)	64.6	24,607 (36)	63.8
J-Visa	844 (33)	5.2	4,342 (34)	20.3	156 (15)	18.0	5,342 (35)	13.8
Other non-Immigrant	443 (32)	2.7	606 (32)	2.8	52 (12)	6.0	1,101 (34)	2.9
Immigrant (Resident Alien or Applicant)	4,155 (28)	25.6	2,963 (28)	13.9	100 (9)	11.6	7,218 (28)	18.7
Total[b]	16,244 (36)		21,378 (36)		865 (18)		38,594 (36)	

NOTE: Some figures were designated as estimates; the numbers varied from cell to cell, ranging from 0 to 4.

[a] Figures in the parentheses indicate the number of reporting institutions.
[b] Figures in the subcategories do not necessarily add up to the figures in the totals because the number of reporting institutions varies for each cell.
[c] Excludes students enrolled in Intensive English Institutes or Orientation Centers.

Table 2. Distribution of Foreign Students by Sex, Marital and Dependent Status, Fall Term 1973, NAFSA Foreign Student Employment and Visa Study.

Marital and Dependent Status	Sex				Total	
	Male		Female			
	N	Per cent	N	Per cent	N	Per cent
Single	20,118 (33)[a]	75.0	5,224 (32)	65.4	25,342 (32)	72.8
Married with Dependent Spouse Accompanying	4,083 (31)	15.2	963 (30)	12.1	5,046 (31)	14.5
Married with Dependent Spouse and Children Accompanying	1,966 (27)	7.3	258 (25)	3.2	2,224 (27)	6.4
Married with Dependent Spouse and/or Children in Home Country	1,477 (28)	5.5	219 (25)	2.7	1,696 (28)	4.9
Total[b]	26,831 (34)		7,982 (34)		34,813 (34)	

NOTE: Some figures were designated as estimates; the number varies from cell to cell, ranging from 0 to 1.

[a,b] Same as Table 1.

Students with F-1 or J-1 Visas

Because the employment of students with F-1 and J-1 visas is a primary concern of this study, special analyses are provided of the background data for F-1 and J-1 students. These figures are presented in this section. The data for these two categories are also the most complete, and the combined F-1 and J-1 groups are used as a base for all employment statistics in subsequent sections.

Of the 24, 607 F-1 visa holders, 42 per cent were undergraduates and 52 per cent were advanced professional and graduate students. Of the 29, 949 F-1 and J-1 visa holders, 37 per cent were undergraduates and 57 per cent were advanced professional and graduate students. Four out of five (82 per cent) students held F-1 visas (Table 3).

Table 3. Distribution of F-1 and J-1 Visa Holders by Student Classification, Fall Term 1973, NAFSA Study of Foreign Student Employment and Financial Resources.

Student	Visa Status					
	F-1		J-1		Total	
Classification	N	Per cent	N	Per cent	N	Per cent
Undergraduate	10,354 (35)[a]	42.1	844 (33)	15.8	11,198 (36)	37.4
Advanced Professional And Graduate	12,793 (34)	52.0	4,342 (34)	81.3	17,135 (36)	57.2
Total[b]	24,607 (36)		5,342 (35)		29,949 (36)	

[a,b] Same as Table 1.

Foreign Student Employment

Federal Law and Regulations designate J-1 and F-1 visa holders as the two categories of non-immigrants entering the U.S. for study. J-1 students may be employed part-time during the school year, and full-time during the summer on- or off-campus, with the approval of their program sponsors, provided the employment does not interfere with their academic progress and is needed to meet costs of their education. F-1 students may be employed part-time on their campuses and, under certain conditions (e.g., an unforeseen change in circumstances) and with approval of the Immigration and Naturalization Service, may be employed part-time, off-campus during the school year. For several years the INS has delegated authority to grant summer work permission, both on- and off-campus, to school authorities. However, this authority was retained by the INS for 1974 off-campus summer employment.

If wise policy decisions are to be made to provide the best possible experience for foreign students in this country, it is essential to obtain precise data about foreign student employment. The institutional questionnaire was therefore designed to get information about the number of foreign students applying for work permits, the number working both on- and off-campus, the employment of spouses, the types of work taken, and the length of time worked.

Application for Work Permits

Foreign students are required to have permission to work before they can accept employment. Information was therefore asked about the number of students requesting work permission and the number receiving permission. To provide for better interpretation, Tables 4 and 5 are based on figures given by the 20 participating institutions that provided complete information. These 20 institutions had 12,601 F-1 students (80 per cent) and 2,161 J-1 students (20 per cent) enrolled, accounting for 51 per cent of the total F-1 students reported for this study and 59 per cent of the total J-1 students respectively.

Table 4. Number of Work Permit Applications by Employment Location and Visa Status, Fall Term 1973, NAFSA Foreign Student Employment and Visa Study (20 Institutions reporting).

Employment Location	Visa Status				Total	
	F-1		J-1			
	N	Per cent	N	Per cent	N	Per cent
On campus	2,497	78.5	446	77.7	2,943	78.4
Off campus	683	21.5	128	22.3	811	21.6
Total	3,180	100.0	574	100.0	3,754	100.0
All students	12,604	79.9	3,161	20.1	15,765	100.0

NOTE: Some figures were designated as estimates; the number varies from cell to cell, ranging from 4 to 7.

On some campuses on-campus work permission is routinely authorized for all students without a formal application procedure. On other campuses each student is screened and a formal work permit must be provided before the student employment service will refer the student to job openings. The high percentage of work permits granted is actually a function of the effectiveness of guidance by the foreign student advisor. The FSA doesn't normally recommend a student for off-campus employment unless he perceives him as eligible to receive permission from the Immigration Service. Work permits were therefore obtained by almost all those who applied.

Nearly one-fourth (22 per cent) of all students applied for work permits during Fall 1973. Of these applicants, 94 per cent were granted a work permit. Nearly four-fifths (78 per cent) of the applicants applied for on-campus permits, and 22 per cent applied for off-campus permits. Of the on-campus work permit applications, 98 per cent were granted; of the off-campus applications, 83 per cent were granted (Tables 4 and 5).

Table 5. Number of Work Permits Granted by Employment Location and Visa Status, Fall Term 1973, Foreign Student Employment and Visa Study (20 Institutions reporting).

Employment Location	Visa Status					
	F-1		J-1		Total	
	N	Per cent	N	Per cent	N	Per cent
On campus	2,430	81.4	439	79.5	2,869	81.1
Off campus	557	18.6	113	20.5	670	18.9
Total	2,987	100.0	552	100.0	3,539	100.0
All students	12,604	79.9	3,161	20.1	15,765	100.0

NOTE: Some figures were designated as estimates; the number varies from cell to cell, ranging from 4 to 7.

Analysis by visa status shows that 85 per cent of the applicants had F-1 status, and 15 per cent held J-1 visas. Of the F-1 applicants, 78 per cent applied for on-campus work permits, while only 22 per cent applied for off-campus permits. Ninety-seven per cent of the F-1 on-campus work permit applications were granted, compared with 82 per cent of the F-1 off-campus permit applications.

A total of 574 J-1 students applied for work permits, of which 78 per cent applied for on-campus work permits. The proportion of J-1 applicants who were granted on-campus work permits was even higher than that for F-1 applicants, reaching 98 per cent. Only 88 per cent of J-1 students who applied for off-campus work permits received permission.

The significant figure here is the number of students in the total group who obtained work permission. The figure is relatively low, about 22 per cent of all students. Off-campus employment work permission accounted for only four per cent of all students in the 20 institutions reporting.

Actual Employment

Employment earnings help pay educational expenses for many foreign students studying in the U.S. Data on actual employment were reported by 29 institutions (Tables 6 and 7). Analyses were made by employment location, visa status, and student status. Slightly less than one-fourth (23 per cent) of the foreign students enrolled in the 29 reporting institutions worked during Fall term 1973. Of the students who worked, 84 per cent had F-1 visas and 16 per cent had J-1 visas. The proportion of F-1 working students was 24 per cent; the respective figure for J-1 students was 22 per cent. Of the 29 institutions, only one indicated that figures given excluded those who worked as a teaching or research assistant.

Of the working F-1 students, over four-fifths had on-campus employment and about one-fifth had off-campus employment. Of those who had on-campus employment, about 70 per cent were advanced professionals and graduates. In contrast, of the F-1 students who worked off-campus, only about 46 per cent were advanced professionals and graduates (Table 6).

Of the working J-1 students, over three-fourths worked on-campus while about one-fourth worked off-campus. Only 14 per cent of the J-1 students who worked on-campus were undergraduates. Of the J-1 students who worked off-campus, nearly half (48 per cent) were undergraduates (Table 7).

Table 6. Distribution of F-1 Holders' Actual Employment by Employment Location and Student Classification, Fall Term 1973, NAFSA Study of Foreign Student Employment and Financial Resources.

	Student Classification					
Employment Location	Undergraduate N	Undergraduate Per cent	Advanced Professional and Graduate N	Advanced Professional and Graduate Per cent	Total N	Total Per cent
On campus Employment	1,460 (28)[a]	72.1	3,622 (29)	88.5	4,988 (29)	86.4
Off campus Employment	660 (22)	32.6	567 (22)	13.9	1,233 (24)	21.4
Total[b]	2,026 (28)		4,092 (29)		5,775 (29)	

NOTE: Some figures were designated as estimates; the number varies from cell to cell, ranging from 0 to 7.

[a,b] Same as Table 1.

Table 7. Distribution of J-1 Holders' Actual Employment by Employment Location and Student Classification, Fall Term 1973, NAFSA Study of Foreign Student Employment and Financial Resources.

Employment Location	Student Classification: Undergraduate N	Undergraduate Per cent	Student Classification: Advanced Professional and Graduate N	Advanced Professional and Graduate Per cent	Total N	Total Per cent
On campus Employment	131 (21)[a]	47.1	790 (26)	83.2	925 (26)	79.7
Off campus	147 (17)	52.9	160 (19)	16.8	307 (21)	26.4
Total[b]	278 (23)		950 (27)		1,161 (28)	

NOTE: Some figures were designated as estimates; the number varies from cell to cell, ranging from 0 to 5.

[a,b] Same as Table 1.

Population of the city where an institution is located does not seem to be very strongly related to whether or not a foreign student enrolled at that institution will get a job, except when the institution is in a small city or town. Data on actual employment were broken down according to the population of the geographic location of each institution, which ranged from large metropolitan (over 1,000,000 population) to small city or town (less than 80,000 population). For F-1 and J-1 visa holders combined, the proportion of foreign students enrolled at institutions located in a large metropolitan area who actually worked during Fall 1973 was 24 per cent compared with 19 per cent of those enrolled at institutions located in medium metropolitan areas, 20 per cent at institutions in a large city, and 25 per cent at institutions in a medium city, but only 12 per cent for those enrolled at institutions situated in a small city. Overall, the results seem to indicate that foreign students who are enrolled at institutions located in large metropolitan areas are only slightly more likely to find a job than those enrolled at institutions located in smaller population centers (Table 8).

Table 8. Actual Employment by Employment Location, Visa Status, and Location of Institution, Fall Term 1973, NAFSA Study of Foreign Student Employment and Financial Resources.

Visa Status and Employment Location		Location of Institution										Total	
		Large Metro		Medium Metro		Large City		Medium City		Small City			
		N	Per cent[c]	N	Per cent[c]	N	Per cent[c]	N	Per cent[c]	N	Per cent[c]	N	Per cent[c]
On campus	F-1	1,918 (7)[a]	17.8	1,112 (6)	10.3	194 (3)	6.9	693 (3)	21.1	1,071 (10)	9.8	4,988 (29)	12.9
	J-1	461 (8)	4.3	164 (5)	1.5	44 (3)	1.6	75 (3)	2.3	181 (7)	1.7	925 (26)	2.4
Off campus	F-1	130 (4)	1.2	663 (6)	6.2	293 (3)	10.5	14 (3)	0.4	133 (8)	1.2	1,233 (24)	3.2
	J-1	172 (5)	1.6	66 (6)	0.6	29 (2)	1.0	22 (2)	0.7	18 (6)	0.2	307 (21)	0.8
Total[b] Employed	F-1	2,048 (7)	19.0	1,775 (7)	16.5	488 (3)	17.5	707 (3)	21.5	1,095 (9)	10.0	5,775 (29)	15.0
	J-1	562 (7)	5.2	230 (7)	2.1	73 (3)	2.6	97 (3)	3.0	199 (8)	1.8	1,161 (28)	3.0
Total Foreign Student Enrollment		10,802 (9)		10,757 (8)		2,796 (3)		3,288 (3)		10,951 (13)		38,594 (36)	

NOTE: Some figures were designated as estimates; the number varies from cell to cell, ranging from 0 to 6.

[a,b] Same as Table 1.

[c] Percentages are based on total foreign student enrollment.

It is logical that institutions with larger foreign student enrollment will have more working foreign students than institutions with smaller foreign student populations, but do the percentages differ? Analysis of actual employment data by size of foreign student enrollment showed that 20 per cent of the foreign students enrolled at institutions with more than 1,300 total foreign student enrollment worked during Fall 1973, compared with an equal proportion (19.8 per cent) of those in institutions with 900-1,299 foreign student population and 13 per cent of those in institutions with less than 900 foreign students. The proportions working on- or off-campus did not vary much, except that students in institutions with small foreign student enrollments relied slightly more on on-campus than on off-campus employment (Table 9). Irrespective of the size of foreign student enrollment, many more foreign students worked on-campus than off-campus, more F-1 students than J-1 students worked, and more graduate than undergraduate foreign students worked during Fall 1973 (Table 10).

Table 9. Distribution of School Employment by Employment Location, Visa Status, and Size of Foreign Student Enrollment, Fall Term 1973, NAFSA Study of Foreign Student Employment and Financial Resources.

Visa Status and Employment Location		Size of Foreign Student Enrollment: 1,300 and over N	Per cent[c]	900-1,299 N	Per cent[c]	less than 900 N	Per cent[c]
On campus	F-1	2,613 (9)[a]	15.1	1,266 (8)	12.3	1,109 (12)	10.1
	J-1	493 (9)	2.8	320 (8)	3.1	112 (9)	1.0
Off campus	F-1	553 (5)	3.2	390 (8)	3.8	290 (11)	2.7
	J-1	219 (6)	1.3	59 (6)	0.6	29 (9)	0.3
Total[b] Employed	F-1	2,828 (9)	16.3	1,656 (8)	16.1	1,291 (12)	11.8
	J-1	641 (9)	3.7	379 (8)	3.7	141 (11)	1.3
Total Foreign Student Enrollment		17,355 (11)		10,296 (9)		10,943 (16)	

NOTE: Some figures were designated as estimates; the number varies from cell to cell, ranging from 0 to 6.

[a,b] Same as Table 1.

[c] Percentages are based on total foreign student enrollment.

Table 10. Distribution of Actual Employment by Visa Status, Student Classification, and Size of Foreign Student Enrollment, Fall Term 1973, NAFSA Study of Foreign Student Employment and Financial Resources.

Visa Status and Student Classification		Size of Foreign Student Enrollment					
		1,300 or more		900-1,299		less than 900	
		N	Per cent[c]	N	Per cent[c]	N	Per cent[c]
Undergraduate	F-1	896 (8)[a]	5.2	735 (8)	7.1	395 (12)	3.6
	J-1	225 (8)	1.3	44 (8)	0.4	9 (7)	0.1
Advanced Professional and Graduate	F-1	2,270 (9)	13.1	914 (8)	8.9	908 (12)	8.3
	J-1	487 (9)	2.8	331 (8)	3.2	132 (10)	1.2
Total[b] Employed	F-1	2,828 (9)	16.3	1,656 (8)	16.1	1,291 (12)	11.8
	J-1	641 (9)	3.7	379 (8)	3.7	141 (11)	12.9
Total Foreign Student Enrollment		17,355		10,296		10,943	

NOTE: Some figures were designated as estimates; the number varies from cell to cell, ranging from 0 to 6.

[a,b] Same as Table 1.

[c] Percentages are based on total foreign student enrollment.

On-Campus Employment

As expected, on campus work dominated the employment picture for foreign students. Table 11 shows that the great majority (70 per cent) had an academic or professional type job (teaching and research assistantships, primarily). About one in 10 had an office job while seven per cent worked in food services, three per cent in the hospital and laboratories, five per cent had custodial or other labor jobs, and three per cent worked at some other type of on campus job.

Three out of four students worked more than one-fourth time but no more than half time, while 16 per cent worked one-fourth time or less. Seven per cent worked more than half time, possibly illegally, since 50 per cent time employment is defined as being the legal maximum, However, it is not clear from the data whether these students may have had special permission for the employment, were in practical training, or were immigrants. It appears that very little of the foreign students' on-campus employment is temporary or short term.

An investigation of the data on on-campus employment by size of foreign student enrollment revealed that foreign students at institutions with smaller foreign student enrollments relied more heavily on academic or professional types of jobs for their source of income than those in institutions with larger numbers of foreign students. However, more foreign students in larger foreign student enrollment institutions depended on jobs related to food services. In addition, more foreign students in institutions with less than 1,300 foreign student enrollment had office jobs, worked in hospitals and laboratories, and had custodial or other labor types of on-campus employment (Table 12).

Off-Campus Employment

Of 2,350 foreign students reported to have been working off-campus Fall Term 1973 by 21 institutions, 69 per cent had non-discipline-related jobs (Table 13). That is, they worked at jobs not related to their fields of study or to their departments. About eight out of 10 (80 per cent) off-campus working foreign students worked between a quarter and half-time or exactly half-time. One-fifth (20 per cent) worked quarter-time or less. Fourteen per cent worked more than half-time. Again there is no certainty that this represents an illegal activity since information is lacking about such things as special permission occurrences and visa status. Thus, the weekly work load patterns of off-campus employment and on-campus employment were quite similar.

Overall, in terms of length of time worked, 68 per cent worked the entire Fall term. This compares with 89 per cent for those who had on-campus jobs.

Table 11. Distribution of On-campus Employment by Job Type and Weekly Work Load, Fall Term 1973, NAFSA Study of Foreign Student Employment and Financial Resources.

On-campus Job Type	Weekly Work Load							
	Quarter-time or less		Between 1/4-time and half-time or exactly half-time		More than half-time		Total	
	N	Per cent	N	Per cent	N	Per cent	N	Per cent
Academic or Professional, e.g. assistantship	676 (20)[a]	54.4	3,984 (27)	73.7	503 (16)	94.0	5,482 (31)	70.4
Office Job	200 (15)	16.1	472 (21)	8.7	4 (9)	0.7	871 (26)	11.2
Food Services	132 (14)	10.6	327 (20)	6.1	5 (7)	0.9	513 (27)	6.6
Hospital and Laboratory	72 (11)	5.8	155 (15)	2.9	8 (5)	1.5	261 (18)	3.4
Custodial and Labor	72 (13)	5.8	296 (16)	5.5	4 (8)	0.7	404 (24)	5.2
Other	75 (9)	6.0	160 (18)	3.0	7 (4)	1.3	256 (21)	3.3
Total[b]	1,243 (25)		5,404 (29)		535 (16)		7,788 (31)	

NOTE: Some figures were designated as estimates, the number varies from cell, to cell, ranging from 0 to 6.

[a,b] Same as Table 1.

Table 12. Distribution of On-Campus Employment by Job Type and Size of Foreign Student Enrollment, Fall 1973, NAFSA Study of Foreign Student Employment and Financial Resources.

On-Campus Job Type	Size of Foreign Student Enrollment					
	1,300 and over		900 - 1,299		less than 900	
	N	Per cent	N	Per cent	N	Per cent
Academic or Professional, e.g., assistantship	2,625 (10)[a]	54.6	1,676 (8)	64.7	1,181 (13)	70.8
Office Job	245 (9)	5.1	403 (7)	15.5	223 (10)	13.4
Food Services	1,710 (10)	35.5	237 (7)	9.1	105 (10)	6.3
Hospital and Laboratory	124	2.6	91 (5)	3.5	46 (6)	2.8
Custodial and Labor	107 (8)	2.2	185 (6)	7.2	112 (10)	6.7
Total	4,811	100.0	2,592	100.0	1,667	100.0

NOTE: Some figures were designated as estimates; the number varies from cell to cell, ranging from 0 to 6.

[a] Figures in the parentheses indicate the number of reporting institutions.

Analyses of off-campus employment by size of foreign student enrollment showed that foreign students at institutions with 1,300 or more at those with less than 900 foreign student enrollment depended more on non-discipline related types of jobs for their sources of income than did those in the 900 - 1,299 bracket. On the contrary, institutions with 900 - 1,299 foreign student enrollment had more foreign students who worked on discipline related off-campus employment.

Table 13. Distribution of Off-Campus Employment by Job Type and Weekly Work Load, Fall 1973, NAFSA Study of Foreign Student Employment and Financial Resources.

	Weekly Work Load							
	Quarter-time or less		Between quarter time and half-time or exactly half-time		More than half-time		Total	
Job Type	N	Per cent	N	Per cent	N	Per cent	N	Per cent
Discipline-related	35 (11)[a]	6.1	802 (19)	42.8	179 (15)	54.6	740 (20)	31.5
Non-discipline-related	436 (11)	76.4	905 (20)	48.2	34 (10)	10.4	1,625 (21)	69.1
Total[b]	571 (14)		1,876 (22)		328 (15)		2,350 (21)	

NOTE: Some figures were designated as estimates; the number varies from cell to cell, ranging from 3 to 6.

[a,b] Same as Table 1.

First Year Student Employment

When asked if any first year foreign students worked during Fall term 1973, 28 institutions replied "yes." Only one institution responded "no." Four institutions said "don't know" and three institutions did not respond. Of the 28 institutions, two did not provide information classified by on- and off-campus employment. Twenty-six institutions reported a total of 1,162 first year foreign students who worked during Fall 1973. Of these, 96 per cent had on-campus jobs, including research and teaching assistantships, etc. The remaining four per cent had off-campus employment. About nine out of 10 (88 per cent) of the first year working foreign students worked throughout the entire term. Of those who worked the entire term, 98 per cent worked on-campus and only two per cent worked off-campus. For those who worked less than a term, 77 per cent worked on-campus and 23 per cent off-campus. The 1,162 first year students working represented about 15 per cent of all first year students reported by the 26 institutions.

J-2 Spouse Employment

According to immigration laws, J-2 spouses may be permitted by the INS to work for their own maintenance and that of minor children with them. To obtain a complete picture of foreign student employment, information was requested about working J-2 spouses.

Three-fourths (75 per cent) of the responding institutions indicated that they had foreign student J-2 spouses who worked during Fall 1973. They reported 723 working J-2 spouses, or 42 per cent of all the spouses accompanying J-1 foreign students in this survey. Of the J-2 spouses who worked during Fall 1973, 53 per cent worked off-campus. When combined on-campus and off-campus work was analyzed by length of time worked, 82 per cent worked throughout the entire term, while 18 per cent worked less than a term. The largest numbers of J-2 visa holders working on campus were in medium and large metropolitan areas with populations of 400,000 or more. However, these 126 persons represented only two per cent of the foreign students with families accompanying them.

About the same proportions worked off-campus (two-thirds) and on-campus (one-third), regardless of whether they worked less than a term or for the entire term.

Number of Jobs Filled by Foreign Students

The Student Employment Office serves as an important place for foreign students to look for jobs. In order to compare the job-filling pattern of foreign students with that of U.S. students, the FSAs of the participating institutions were asked to determine the number of job applicants and number of jobs listed as available by

Student Employment Office Fall 1973, by job location, i.e., on-campus or off-campus.

In Fall 1973, 71,143 students were attracted by 48,111 various jobs listed as available at the Student Employment Offices in 23 participating institutions. Of the total job applicants, 96 per cent were U.S. students while only four per cent were foreign students. Ninety-five per cent of all available jobs were filled. Of the total number of jobs filled, 95 per cent were filled by U.S. students and five per cent by foreign students. Slightly less than three-fifths (56 per cent) of the U.S. student enrollment got jobs, and about seven out of 10 (69 per cent) of the foreign students got jobs (Table 14).

Analysis by job location showed that, of the total number of jobs available, 57 per cent were on-campus and 36 per cent were off-campus. The total number of on-campus jobs available was 27,524, which were sought by 43,285 applicants. Of the on-campus jobs available, 97 per cent were filled, 95 per cent by U.S. students and five per cent by foreign students.

A similar job filling pattern was found for off-campus employment. A total of 17,380 off-campus jobs were listed as available and applied for by 19,068 students -- 95 per cent U.S. students and five per cent foreign students. Nine out of 10 (91 per cent) available off-campus jobs were filled, of which 96 per cent were filled by U.S. students and four per cent by foreign students.

The results seem to indicate that foreign students in Fall 1973 took only four to six out of every 100 jobs filled, both on- and off-campus.

Table 14. Number of Jobs Available, Number of Job Applicants, and Number of Jobs Filled by Job Location, Fall 1973, NAFSA Study of Foreign Student Employment and Financial Resources.

			Number of Job Applicants				Number of Jobs Filled			
	Number of jobs available		U.S. student		Foreign student		U.S. student		Foreign student	
Job Location	N	Per cent	N	Per cent	N	Per cent	N	Per cent	N	cent
On-campus Employment	27,524 (20)[a]	57.2	41,443 (12)	58.3	1,842 (11)	63.8	25,509 (18)	63.6	1,272 (18)	63.7
Off-campus Employment	17,380 (15)	35.9	18,079 (9)	25.4	989 (7)	34.2	15,200 (11)	37.9	677 (15)	33.9
Total[b]	48,111 (23)		71,143 (17)		2,889 (14)		40,077 (18)		1,997 (20)	

NOTE: Some figures were designated as estimates; the number varies from cell to cell, ranging from 2-6.

[a,b] Same as Table 1.

Practical Training Program

U.S. immigration laws permit foreign students, after they are finished with their studies, to accept full-time employment in the U.S. for a period of practical training equal to the time spent in study, up to a maximum of 18 months. FSAs of participating institutions were asked if any of their foreign students began an approved practical training program Fall term 1973. A total of 35 institutions, or 97 per cent of the responding institutions, gave an affirmative answer, with only one institution not answering this question. A total of 552 foreign students were reported to have begun a practical training program Fall 1973, which was 1.8 per cent of the total F-1 and J-1 foreign students included in this survey.

Factors That Lead to Failure in Locating Employment

Factors that lead to the inability of foreign students to find jobs are not well known. The FSAs of participating institutions were asked to rank the most important three factors from a list of possible factors that account for the inability of foreign students to find jobs, ranking the most important as one, next most important as two, etc. Most FSAs felt that "employer's preference for U.S. nationals" was the most important factor affecting the foreign students' ability to get a job. This factor received a mean rank of 1.24 from ratings by 25 FSAs. Unfamiliarity with job seeking procedures was rated as the second most important factor, with a mean rank of 2.04 by 26 FSAs. Unfamiliarity with requirements of job and inadequate English proficiency were considered to be the third and fourth most important factors that led to foreign students' job failure. Both factors had a mean rank of 2.54 and were rated by 11 FSAs. Other important factors include "tight job market" and "visa restriction," rated by six and two FSAs respectively as the most important factors.

The FSAs were also asked to indicate if any of their foreign students complained about not being able to find a job during Fall term 1973. A total of 31, or 85 per cent of the responding institutions, said "yes." Only three institutions indicated that none of their foreign students complained. The total number of foreign students who complained about not being able to get jobs was 623, which was only 1.7 per cent of the total foreign students included in this survey. However, if one can assume that all those who complained were job applicants, which is likely, this would mean that 17 per cent of those seeking a job were unable to find employment. According to Table 14 there were 2,889 foreign students from 14 institutions seeking jobs, but only 1,997 persons from 20 institutions found jobs. The difference -- 892 -- gives validity to the data about those complaining about inability to find work.

Financial Resources and Needs

Sources of Support

One important goal of this study was to determine the sources of financial support utilized by foreign students. Foreign student advisors of participating institutions were asked to provide data giving the various sources of financial support and the amounts of this support in dollars. Data were provided by 31 to 34 institutions.

As expected, family resources and savings were the most frequently cited source of support for foreign students, with almost one-half (47 per cent) of the foreign students receiving support from their families. A much larger proportion (69 per cent) of undergraduate foreign students than of the graduate students (31 per cent) were said to rely on such support (Table 15).

Employment, largely in teaching and research assistantships, was the second most relied upon source of support. Slightly over one-fourth (26 per cent) of the foreign students depended upon income from employment as a major source of support for their living and school expenses. Three times as many graduate as undergraduate foreign students were reported to depend upon such support.

Aid from institutions in the form of loans, scholarships, and fellowships was also an important source of support. Approximately one out of eight (12 per cent) foreign students received this type of institutional aid. A larger proportion (15 per cent) of the undergraduate than of the graduate foreign students (10 per cent) depended on this aid. Two other major potential sources -- U.S. government and foreign (home) government -- provided such support for only about eight per cent of the foreign students. More graduate than undergraduate foreign students were reported to rely on these two sources of support.

Percentages of foreign students reported as receiving support from various sources did not differ markedly according to the size of foreign student enrollment of participating institutions. However, analyses of data on sources of support by size of foreign student enrollment showed that a slightly larger proportion (14 per cent) of foreign students enrolled at institutions with more than 1,300 foreign students, received aid from the institutions in the forms of loans, scholarships, or fellowships, etc. Institutions having 900-1,299 foreign students provided the least aid in the form of employment such as teaching or research assistantships compared with the institutions of the other two categories. However, more foreign students in such institutions received aid from both U.S. and foreign (home) governments. Regardless of the size of foreign student enrollment, family resources and savings and employment were the most important sources of support for foreign students in all institutions (Table 16).

Table 15. Sources of Support, by Student Classification, Fall 1973, NAFSA Study of Foreign Student Employment and Financial Resources.

Source of Support	Undergraduate		Advanced professional and graduate		Other		Total	
	N	Per cent[c]	N	Per cent[c]	N	Per cent[c]	N	Per cent[c]
Family resources and savings	8,174 (30)[a]	69.2	5,519 (30)	31.2	476 (13)	21.2	15,848 (33)	47.4
All employment (include TA's and RA's)	1,336 (26)	11.3	6,153 (28)	34.8	20 (6)	0.9	8,566 (31)	25.6
Aid from institution (loans, scholarship,etc.)	1,757 (30)	14.9	1,747 (29)	9.9	10 (5)	0.4	4,021 (33)	12.0
U.S. government	286 (22)	2.4	1,406 (26)	8.0	49 (9)	2.2	1,933 (31)	5.8
Foreign government	583 (29)	4.9	1,681 (28)	9.5	34 (10)	1.5	2,586 (34)	7.7
Other	209 (21)	1.8	1,413 (23)	8.0	106 (12)	4.7	2,629 (26)	7.9
Total[b]	11,807 (30)		17,680 (30)		2,245 (15)		33,435 (33)	

NOTE: Some figures were designated as estimates; the number varies from cell to cell, ranging from 0 to 5.

[a] Figures in parentheses indicate the number of reporting institutions.

[b] Figures in subcategories do not necessarily add up to the figures in totals because the number of reporting institutions varies for each case.

[c] Percentages add up to more than 100 per cent because some foreign students may have more than one source of support.

Table 16. Sources of Support by Size of Foreign Student Enrollment, Fall 1973, NAFSA Study of Foreign Student Employment and Financial Resources.

Source of Support	Size of Foreign Student Enrollment 1,300 and over (11) N	 1,300 and over (11) Per cent	 900-1,299 (9) N	 900-1,299 (9) Per cent	 less than 900 (16) N	 less than 900 (16) Per cent
Family resources and savings	6,863 (10)[a]	47.6	4,444 (9)	49.3	4,541 (14)	48.3
All employment (include TA's and RA's)	3,824 (9)	26.5	2,130 (8)	23.6	2,612 (14)	27.8
Aid from institution (loans, scholarships, etc.)	2,033 (9)	14.1	838 (9)	9.3	1,050 (15)	11.2
U.S. government	719 (9)	5.0	717 (9)	8.0	497 (13)	5.3
Foreign government	993 (10)	6.8	883 (9)	9.8	710 (15)	7.4
Total	14,432	100.0	9,012	100.0	9,410	100.0

NOTE: Some figures were designated as estimates; the number varies from cell to cell, ranging from 0 to 5.

[a] Figures in parentheses indicate the number of reporting institutions.

Investigation of data on sources of support by type of institutional control showed that a larger proportion of foreign students at public schools were reported to depend upon family resources and employment compared with those in private schools; 49 per cent compared with 44 per cent and 28 per cent compared with 20 per cent respectively. Yet, percentage-wise private institutions provided foreign students with more loans, scholarships, or fellowships than did the public institutions (Table 17).

Table 17. Sources of Support, by Type of Institutional Control and Student Classification, Fall 1973, NAFSA Study of Foreign Student Employment and Financial Resources.

Source of Support	Type of Institutional Control											
	Public (26)						Private (10)					
	Undergraduate		Advanced Professional and graduate		Total		Undergraduate		Advanced Professional and graduate		Total	
	N	Per cent^{c}	N	Per cent^{c}	N	Per cent^{c}	N	Per cent^{c}	N	Per cent^{c}	N	Per cent^{c}
Family resources and savings	5,860 (22)^{a}	67.7	4,317 (22)	32.2	11,694 (24)	48.9	2,287 (8)	72.6	1,202 (8)	28.0	4,154 (9)	43.6
All employment (include TA's and RA's)	984 (19)	11.4	4,571 (21)	34.1	6,632 (23)	27.7	352 (7)	11.2	1,582 (7)	36.9	1,934 (8)	20.3
Aid from institution (loans, scholarships, etc.)	1,357 (23)	15.7	1,528 (23)	11.4	2,710 (25)	11.3	400 (7)	12.7	219 (6)	5.1	1,311 (8)	13.7
U.S. government	268 (15)	3.1	1,102 (19)	8.2	1,522 (22)	6.4	18 (7)	0.6	304 (7)	7.1	411 (9)	4.3
Foreign government	455 (21)	5.3	1,159 (21)	8.7	1,760 (25)	7.4	128 (8)	4.1	522 (7)	12.2	826 (9)	8.7
Other	180 (17)	2.1	953 (18)	7.1	1,729 (19)	7.2	29 (4)	0.9	460 (5)	10.7	900 (7)	9.3
Total^{b}	8,655 (22)		13,388 (22)		23,907 (24)		3,152 (8)		4,292 (8)		9,528 (9)	

Footnotes on next page

Footnotes for Table 17.

NOTE: Some figures were designated as estimates; the number varies from cell to cell, ranging from 0 to 5.

[a] Figures in parentheses indicate the number of reporting institutions.

[b] Figures in subcategories do not necessarily add up to the figures in totals because the number of reporting institutions varies for each one.

[c] Percentages add up to more than 100 per cent because some foreign students may have more than one source of support.

Financial Aids Provided by Institution

Institutional financial support is indispensible to the encouragement of international education. However, such data were not readily available in many institutions and considered confidential by some. Twenty-eight institutions provided data on total institutional support, 26 did so on tuition waiver, and 27 on teaching and research assistantships. Only 21 reported data on "other on-campus employment." The data that were provided by the institutions were analyzed by type of foreign student, type of institutional control, and size of foreign student enrollment. Since the totals given are based on data from a high of 26 and a low of 13 of a possible 36 institutions, dollar amounts represent conservative estimates and percentages must be regarded with caution.

The total dollar amount from institutional support for the academic year 1973-74 was reported by 28 participating institutions as $26,117,805. The largest proportion (70 per cent) was in the form of teaching and research assistantships. Slightly less than one-sixth (15.2 per cent) of the amount was in the form of tuition waivers. Over one-tenth (10.3 per cent) was in the form of scholarships, grants and fellowships. Institutional loans and income from "other on-campus employment" made up five and six per cent of total support, respectively (Table 18).

The various kinds of institutional support differed markedly when analyzed according to type of institutional control (Table 19), with the private institutions reporting a higher percentage than the public institutions in the form of scholarships, grants, and fellowships, teaching and research assistantships, and loans. On the other hand, public institutions gave a higher percentage of aid via tuition waivers and "other on-campus" employment. These figures should be regarded with caution, however, since many private institutions provided no data on some aid categories.

Total dollar amounts of aid varied greatly, as is shown in the far right-hand column of Table 19. Scholarships, grants, and fellowship aid ranged from a total of $1,000 in one institution to $700,000 in another. Teaching Assistantships and Research Assistantships aid ranged from $2,400 to $2,320,000 for different institutions.

As Table 18 shows, approximately one-sixth (16 per cent) of the total institutional support went to first-year foreign students who constituted 27 per cent of the foreign students. Much of this aid is in the form of teaching and research assistantships, although private institutions give considerable first year assistance in the form of scholarships, grants, and fellowships.

Expressed as dollar totals, foreign students in just these 23 reporting institutions brought over $51,000,000 dollars into the U.S., according to FSA estimates (see Table 20).

Table 18. Amount of Institutional Support for Foreign Students for the Academic Year 1973-74 by Type of Foreign Student, Fall 1973, NAFSA Study of Foreign Student Employment and Financial Resources.

	Type of Foreign Student					
	First Year Foreign Student		All Other Foreign Student		Total	
Type of Financial Aid	Amount	Per cent	Amount	Per cent	Amount	Per cent
Tuition waivers	$ 583,721 (20)[a]	13.6	$2,973,547 (21)	15.0	$3,981,668 (26)	15.2
Scholarships, Grants and Fellowships	$ 680,744 (15)	15.9	$1,976,173 (21)	10.0	$2,702,492 (25)	10.3
Teaching and research assistantships	$2,597,433 (20)	60.8	$12,546,830 (22)	63.2	$18,273,867 (27)	70.0
Other employment on-campus	$ 346,561 (13)	8.1	$ 726,786 (18)	3.7	$1,508,807 (22)	5.8
Loans	$ 171,315 (14)	3.9	$ 909,583 (18)	4.6	$1,178,898 (22)	4.5
Total[b]	$4,269,301 (22)		$19,841,694 (25)		$26,117,805 (28)	

NOTE: Some figures were designated as estimates; the number varies, ranging from 0 to 5.

[a] Figures in parentheses indicate the number of reporting institutions.

[b] Figures in subcategories do not necessarily add up to the figures in the totals because the number of reporting institutions varies for each case.

Table 19. Amount of Institutional Support for Foreign Students for the Academic Year 1973-1974 by Type of Institutional Control, Fall 1973, NAFSA Study of Foreign Student Employment and Financial Resources.

Type of Financial Aid	Type of Institutional Control: Public (26) Amount	Public Per cent	Private (10) Amount	Private Per cent	Total Amount	Total Per cent	Range
Tuition waivers	$3,850,568 (21)[a]	19.5	$ 131,100 (5)	2.1	$3,981,668 (26)	15.2	0-878,000
Scholarships, grants, and fellowships	$1,755,872 (18)	8.9	$ 946,620 (7)	14.9	$2,702,492 (25)	10.3	1,000-700,000
Teaching and Research Assistantships	$13,527,722 (21)	68.5	$4,746,145 (6)	74.6	$18,273,867 (27)	70.0	2,400-2,320,000
Other employment on-campus	$1,392,127 (18)	7.0	$ 116,680 (3)	1.8	$1,508,807 (21)	5.8	0-388,800
Loans	$ 731,873 (20)	3.7	$ 447,025 (2)	7.0	$1,178,898 (22)	4.5	0-443,025
Total[b]	$19,753,735 (22)		$6,364,070 (6)		$26,117,805 (28)		16,862-2,730,000

NOTE: Some figures were designated as estimates; the number varies from cell to cell, ranging from 0 to 5.

[a] Figures in parentheses indicate the number of reporting institutions.

[b] Figures in subcategories do not necessarily add up to the figures in the totals because the number of reporting institutions varies for each case.

Table 20. Amount of Support for Foreign Students for the academic year 1973-74, by Source of Support and Type of Institutional Control, NAFSA Study of Foreign Student Employment and Financial Resources.

Source of Support	Type of Institutional Control Public (26)	 Private (10)	Total	Range
Family Resources and Savings	$37,248,300 (19)	$13,946,300 (4)	$51,194,600 (23)	645,000-8,000,000
U.S. Gov't Support	7,132,179 (18)	1,163,450 (3)	8,295,629 (21)	18,000-2,500,000
Foreign Gov't Support	6,872,230 (20)	5,144,500 (4)	12,016,730 (24)	7,330-4,600,000
Other	5,949,835 (17)	680,730 (3)	6,630,565 (20)[a]	1,400-800,000

Figures in parentheses indicate the number of reporting institutions.

[a] Of this amount, $4,882,485 was specified as coming from foundations, corporations, or other private agencies.

About $12,000,000 of support from foreign government sources for students was reported by 24 institutions and $8,300,000 from the U.S. government was reported by 21 institutions. Awards from foundations and other private sources amounted to $4,900,000 according to 16 institutions.

An analysis of data on the amount of institutional support by size of foreign student enrollment showed that institutions with 1,300 or more foreign students contributed a larger proportion of their institutional funds to aid foreign students in the form of "other on-campus" employment and loans. Nevertheless, institutions with smaller foreign student enrollments provided a larger proportion of their funds to hire foreign students as teaching or research assistants. For the support in the form of scholarships, grants and fellowships, institutions with less than 900 foreign students provided most; 14 per cent compared with five and 12 per cent for the larger units. Only five per cent was allocated for scholarships, grants, and fellowships and three per cent for "other on-campus" employment by institutions with more than 900 but less than 1,299 foreign students (Table 21).

Table 21. Amount of Institutional Support for the Academic Year 1973-74, by Size of Foreign Student Enrollment, Fall 1973, NAFSA Study of Foreign Student Employment and Financial Resources.

Type of Support	Size of Foreign Student Enrollment					
	1,300 and over (11)		900-1,299 (9)		less than 900 (16)	
	Amount	Per cent	Amount	Per cent	Amount	Per cent
Tuition waivers	$1,977,194 (7)[a]	14.9	$1,241,254 (7)	16.6	$ 763,220 (12)	14.1
Scholarships, grants and fellowships	$1,576,014 (7)	11.9	$ 375,903 (7)	5.0	$ 750,575 (11)	13.8
Teaching and research assistantships	$8,748,149 (8)	66.2	$5,508,108 (6)	73.8	$4,017,610 (13)	73.9
Other employment on-campus	$1,010,180 (6)	7.6	$ 191,105 (4)	2.6	$ 307,522 (11)	5.7
Loans	$ 953,730 (10)	7.2	$ 164,360 (6)	2.2	$ 60,803 (6)	1.1
Total[b]	$13,221,444 (9)		$7,464,230 (7)		$5,432,130 (12)	

NOTE: Some figures were designated as estimates; the number varies from cell to cell, ranging from 0 to 5.

[a] Figures in parentheses indicate the number of reporting institutions.

[b] Figures in subcategories do not necessarily add up to the figures in the totals because the number of reporting institutions varies for each case.

Educational Costs

Foreign student advisors were asked to indicate student costs at their institutions for Fall 1973 and to estimate costs for Fall 1975 on the basis of their best knowledge. Since educational costs tend to differ according to type of housing, each advisor was asked to give two types of estimated costs -- average costs for those who live in residence halls and costs for those who live in apartments or rooming houses.

Because some of the schools were on a quarter system and others were on a semester system, it is necessary to present the data on educational costs in two parts -- one analysis for quarter system institutions and the second for semester system institutions. The following sections will deal with these two types of schools in that order.

Average Educational Costs by Type of Housing

Quarter system institutions

Data, partial or complete, were reported on educational costs by 13 institutions operating on a quarter system. Estimates were provided of actual costs, for Fall term 1973 as well as of expected costs for Fall term 1975. These data, shown in Table 22, clearly indicate that the largest expenditure for foreign students was for tuition (about $564). Food and housing were the next greatest expenses, but each less than half of the tuition expense. Those living in residence halls spent about $260 for food and $225 for housing, per quarter. Individuals living in an apartment or a rooming house spent about $40 more for each item. Total quarterly expenses were estimated at about $1,460 for residents of residence halls, compared to $1,600 for those living in apartments or rooming houses. In terms of percentages, tuition accounted for 39 per cent of the expenses compared with 18 per cent each for food and housing, for residence hall inhabitants. For those living in apartments or rooming houses, the percentages were 35, 18, and 19, respectively.

The FSAs estimated that tuition costs would go up about 20 per cent by 1975 and food would increase in cost by 14 to 17 per cent. Housing costs would be about 10-11 per cent higher in 1975, both on- and off-campus. Despite the increase in tuition, the estimators believed that tuition would account for a slightly smaller percentage of total expenses in 1975 -- about 35 per cent -- than in Fall 1973. The total expenses were estimated at about $1,720 for residence hall occupants in 1975, compared to about $1,870 for those who room elsewhere -- increases of about 17-18 per cent compared with 1973 costs.

Table 22. Estimated Educational Costs of Quarter System Institutions for Fall 1973 and 1975, by Type of Residence, Fall 1973, NAFSA Study of Foreign Student Employment and Financial Resources.

Item of Expense	Type of Residence							
	Those who lived in residence halls				Those who lived in an apartment or rooming house			
	Fall 1973		Fall 1975		Fall 1973		Fall 1975	
	Amount	Per cent	Amount	Per cent	Amount	Per cent	Amount	Per cent
Food	260.31 (13)	17.8	296.00 (11)	17.2	302.00 (13)	18.9	354.18 (11)	19.0
Housing	255.67 (12)	17.5	287.18 (11)	16.6	295.31 (13)	18.5	326.75 (11)	17.5
Transportation btw class & place lived	25.00 (4)	1.7	30.00 (2)	1.7	75.89 (9)	4.8	84.00 (7)	4.5
Tuition	564.62 (13)	38.6	674.00 (10)	39.1	563.85 (13)	35.3	674.00 (10)	36.1
Fees and special charges	84.08 (11)	5.7	83.00 (7)	4.8	92.48 (10)	5.8	80.57 (7)	4.3
Books and supplies	87.66 (12)	6.0	110.20 (10)	6.4	86.08 (13)	5.4	110.20 (10)	5.9
Other	186.03 (12)	12.7	245.11 (9)	14.2	180.50 (12)	11.3	235.67 (9)	12.7
Total	1,463.37	100.0	1,725.49	100.0	1,596.11	100.0	1,865.37	100.0

Semester system institutions

Data for semester system institutions are shown in Table 23, as reported by 23 institutions. As would be expected, since semesters have a longer duration than quarters, costs per term in nearly all categories are higher than for students in the quarter-system schools. Tuition averaged over $800, and represented 39 to 42 per cent of total expenses for the Fall semester. Food costs were estimated at about $360, regardless of type of housing used by the students. As with quarter system institutions, food costs accounted for about 18 per cent of total expenses. Housing costs about $85 more per semester ($395) if a student lives in an apartment or a rooming house rather than in a residence hall ($310).

Total overall cost for residence hall occupants was estimated to be about $100 less than for apartment or rooming house residents for the Fall semester, a slightly smaller difference than was found for the students in quarter system institutions (about $130).

Interestingly, the FSAs at semester system institutions believed that their tuition would increase only 1-3 per cent, on the average, by Fall semester 1975. Estimates of increases in food and housing costs were of the same order of magnitude, but in reverse order -- 10-11 per cent for food and 13-14 per cent increase for housing. Total educational costs were expected to increase more for apartment house or rooming house dwellers in 1975 than for residence hall occupants. The former's expenses were estimated at about $2,260 per semester in 1975 compared with about $2,130 for the latter group. The increases over 1973 costs would be of the order of six to eight per cent, less than half the increase predicted by FSAs at the quarter system institutions. The difference is probably due to the larger number of respondents from public institutions using the quarter system who believed that costs at their institutions will have to increase markedly.

Table 23. Estimated Educational Costs of Semester System Institution for Fall 1973 and 1975, by Type of Residence, Fall 1973, NAFSA Study of Foreign Student Employment and Financial Resources.

Item of Expense	Type of Residence: Those who lived in residence halls, Fall 1973, Amount	Fall 1973, Per cent	Fall 1975, Amount	Fall 1975, Per cent	Those who lived in apartment or rooming house, Fall 1973, Amount	Fall 1973, Per cent	Fall 1975, Amount	Fall 1975, Per cent
Food	365.14 (21)	18.5	400.89 (19)	18.8	359.55 (22)	17.3	400.00 (22)	17.7
Housing	309.76 (21)	15.7	346.52 (19)	16.2	395.68 (22)	19.1	452.20 (20)	20.0
Transportation btw class and place lived	18.38 (8)	0.9	33.25 (8)	1.6	73.30 (15)	3.5	100.31 (16)	4.4
Tuition	821.81 (21)	41.7	850.00 (19)	39.8	808.23 (22)	39.0	817.90 (20)	36.1
Fees and special charges	75.94 (16)	3.9	77.00 (15)	3.6	72.75 (16)	3.5	79.27 (15)	3.5
Books and supplies	96.38 (21)	4.9	107.32 (19)	5.0	90.18 (22)	4.4	105.70 (20)	4.7
Other	283.16 (18)	14.4	319.56 (16)	15.0	272.84 (19)	13.20	308.88 (17)	13.6
Total	1,970.54	100.0	2,134.54	100.0	2,072.53	100.0	2,264.26	100.0

FSAs' Perceptions of How Foreign Students Will Meet Increased Costs

Continuously rising educational costs seriously affect foreign students studying at U.S. universities or colleges, particularly those from developing countries -- a majority. To learn how foreign student advisors think foreign students will meet the increased costs, a hypothetical question was asked: "If total educational costs for Fall 1975 will be 20 per cent higher than they were in Fall 1973, how do you think foreign students will meet such increased costs?"

Respondents were asked to select the three most likely actions from a list of 13. Only five actions were ranked by more than 10 FSAs (average rank is shown in parentheses): obtain an additional contribution from the family (1.74); seek grants or scholarships (1.75); obtain jobs (1.91); reduce expenditures (1.91); and borrow from other sources (2.0).

Possible Actions to be Taken by Institutions as a Result of Increased Costs for Foreign Students

To cope with the rising educational costs, both individual and institutional actions are needed. FSAs of the participating institutions were asked, "What actions do you think your institutions will take as a result of 20 per cent increased costs for foreign students?" As with the question on individual actions by foreign students, each FSA was asked to rank the three most likely actions that his institution will make, choosing from a list of possible actions or adding others.

About half of the FSAs (17) thought that their institutions will most likely require full support in advance. This action had a mean rank of 1.71. The next most likely actions that institutions were expected to take were to obtain funds for both additional loans and scholarships (avg. rank = 2.0). Finding more on-campus employment, and reducing the number of foreign students in Ph.D. programs were the fourth and fifth most likely actions specified (rank 2.07 and 2.50 respectively). Other actions mentioned included no action, legislative tuition relief for foreign students, and increasing the existing amount of teaching assistantships/research assistantships allowance by 20 per cent.

PROBLEMS OF DATA COLLECTION, LIMITATIONS OF THE STUDY, AND RECOMMENDATIONS

The design of the Institutional Survey was based on the belief that most of the data could be obtained from existing files on foreign students, if such data were already in reportable form; or, if such data were not available or readily accessible from the files, that the foreign student advisors would be able to provide considered and reasonable estimates of the data requested. The study was therefore to some extent a test of: (1) the kind of summary data readily available to foreign student advisors; (2) the ability of FSAs to ferret out the data from basic records and, in some cases (3) the local priorities and resource limitations which would prevent an FSA from using the necessary time and money to obtain the data. (A number of FSAs said that they could have provided the data requested, or provided more precise data, if they had been given a longer lead time to produce it.)

In view of the very short time schedule for reporting the data requested--one month--the rate of response was quite good. The special attention given by many FSAs to the data request reflected the high level of concern about problems of foreign student finance and employment.

Each interpretation of the data must be made with the number of reporting institutions in mind. Usually under-estimation is the result of data from fewer institutions, but on occasion combinations of data based on different numbers of reporting institutions can produce unexpected distortions. When these cautions are heeded, institutions will find the data provided useful and relevant for comparison with data from their own institutions, or as a guide for collecting such data for later comparison.

Respondent institutions represented public and private schools in the same proportions as the total group selected for study and they covered the same range of enrollment size as the total group of 52 institutions. Therefore, the responding institutions were similar to those institutions that did not participate in the study.

Complete data for every question were provided by only 12 institutions, or one-third of the respondent group. However, most tables include data from 25 to 35 of the 36 reporting institutions. For a given question, respondents may have provided complete data or partial data from actual counts, or complete or partial estimates. The heavy dependence upon estimates indicated that only limited information is available in easily accessible form on such matters as: (1) numbers of work permits applied for and granted--for either on- or off-campus work; (2) off-campus employment of foreign students; and (3) the numbers of U.S. and foreign students applying for and filling job vacancies. Data seemed to be most readily available about financial resources and expenses of foreign students, although in many instances reported figures were designated as estimates.

Although an attempt was made to separate non-immigrant foreign students from those who had immigrant status, data reported sometimes included immigrants and sometimes did not. Since it was not possible to separate the immigrants in a significant number of institutions, some figures--particularly those on employment--may represent an over-estimate of the actual work activity of non-immigrant foreign students. Data on employment should therefore be interpreted accordingly. Any subsequent study should make every effort to focus data collection regarding employment only on non-immigrant students.

Another problem that arose was the report of only total figures by some institutions, and in some instances, only sub-totals by other institutions. Since the total figures usually represented the most complete response as far as the number of institutions was concerned, they were used in describing over-all responses. As a result in some tables the totals do not equal the sum of the numbers in the cells making up those totals, and the number of institutions reporting numbers in the table cells may not be the same as the number of institutions reporting total figures.

The investigators share the concern of those who may question the reliability of the data collected, in view of the above shortcomings. In an effort to substantiate the validity of the data, therefore, a careful comparison of the numbers, dollar amounts, and percentages computed from the returns in this institutional survey was made with similar figures collected in the individual student survey reported in Section II of this report. The total figures for the seven institutions whose students were surveyed in the second study were computed and compared with the aggregate numbers, dollar amounts, and percentages derived from the reports of individual students in these same seven institutions. Results showed good agreement between the over-all figures provided by the foreign student advisors on such matters as sources of support, on-campus employment, visa status, and dollar amounts of support for foreign students. In general FSA figures on the aforementioned variables tended to be only slightly lower than those reported in the Individual Survey. FSA figures were much lower than student figures on off-campus employment and spouses' employment.

PART II

INDIVIDUAL SURVEY

PART II

LIST OF TABLES

Table — Page

1 Response Rate by Institution 63

2 Employment Status by Length of Time in U.S. 67

3 Foreign Student Employment and Visa Status 69

4 Nature of Employment 71

5 Average Pay Per Hour, by Employment Location 72

6 Number of Weeks Worked and Number of Hours Worked Per Week 74

7 Total Earnings of Foreign Students 75

8 Costs while attending the University: Direct Educational Costs, Housing and Food Costs, Personal Expenses, Other Expenses 80

9 Average Dollar Amount and Percentage of Total Support, by Source of Support 85

10 Total Dollar Amount of Support 87

11 Average Dollar Amount and Average Percentage of Total Support from Various Sources, by Source of Support and Length of time in the United States 89

12 Average Dollar amount and Percentage of Total Support, by Source of Support and Sex 92

13 Average Dollar amount and Percentage of Total Support by Source of Support and Student Classification 94

14 Average dollar amount and Percentage of Total Support by Sources of Support and Geographical Area 98

Abstract of Findings: Individual Survey

The purpose of the Individual Survey was to obtain information about foreign students' financial resources, employment needs, opportunities and activities, and expenditure patterns. Background information regarding sex, marital and family status, student classification, and visa status was also collected. Seven institutions, six with large foreign student enrollments located in major metropolitan areas and one located in a small city, were selected for inclusion in the study. Issues most often raised about foreign student employment relate to job competition in urban centers. Therefore, data on the nature and amount of actual employment of foreign students attending urban universities seemed most relevant and useful.

An eight page questionnaire was sent to a random stratified 20 per cent sample of foreign students attending one private and six public institutions of higher education. Over 10,300 foreign students were enrolled in these schools Fall term 1973, representing 7.1 per cent of the total foreign student population in the U.S. Responses were received from 868 students, or 49 per cent of those from whom information was requested. Return rates varied for the seven institutions, ranging from 42 per cent to 62 per cent.

Although the response rate was not as high as would be desirable, analyses showed that, as a total group, the respondents were representative of the original sample (and thus of the total study population) in terms of major fields of study(which was thought to be related to job opportunities) and student classification. The survey results, gleaned from nearly 900 foreign students, provide information of a kind that has never before been collected.

A description of the respondents includes the following: 68 per cent were graduate or advanced professional students, 31 per cent were undergraduates. Three-fourths held F-1 visas while 16 per cent had J-1 visas. Eight out of 10 were males, two-thirds were single, and nearly half had come from Asian countries. Less than half of the married couples had children; those with children usually had one child accompanying them. About 12-14 per cent had come from European or Middle East countries. Eight out of 10 had been in the U.S. for four years or less, and 23 per cent had been in the U.S. one calendar year or less. Most lived in private apartments (47 per cent) and 20 per cent lived in residence halls. Thirty-seven per cent were working on their doctorate degrees and 28 per cent were working on master's degrees.

Employment, Educational Costs, and Sources of Support

The difficulty of summarizing and portraying in capsule form, by statistical averages or otherwise, the variety of expenses-- in both nature and amount-- incurred by foreign students can be illustrated by the following four mini-case histories selected at random from the respondents to the questionnaire.

Jaka is a first-year Burmese student attending a public university located in an urban area of the western U.S. He is single, has an F-1 visa, and is working on a master's degree in the area of engineering, architecture and environmental design. He was a research assistant Fall term 1973, and earned $1,500 for the quarter. His costs connected with taking courses totalled $900. He lived in an apartment and his housing and food costs totalled $325 for the quarter. Personal expenses came to $270, but this included $100 for payment on debts. He spent only $10 during the quarter on recreation, but $100 on health. He depended entirely on his assistantship to pay his total term costs of $1,495 for his education, with no support from any other source. His total costs for the academic year are estimated at $4,485.

Chen is a single undergraduate male from Hong Kong holding an F-1 visa. He has been at his institution in the south between two and four years and is studying business and management. He had an off-campus job in a service occupation and earned between $501 and $700 Fall semester 1973. He spent $470 Fall term for tuition, fees, books, etc., connected with taking courses. He lived in an apartment and spent $525 for housing and food for the semester. Personal expenses totalled $157 for the semester, which included $40 for recreation, $5 for health and nothing for debt payments. He depended entirely upon earnings from the off-campus job and summer work to pay his semester expenses. For the academic year his costs will be $2,304.

Hans came from West Germany on a J-1 visa to attend this university which is located in a small town. He is single, is in his first year at the institution, and is seeking a master's degree in education. He had no job Fall semester and was not seeking one. Costs connected with taking courses came to $902 for the semester. He lived in a residence hall and housing and food expenses were $695. Personal expenses amounted to $430, which included $100 for recreation, and $200 for installment payments on a radio. Hans' support came primarily from a scholarship from the U.S. government, supplemented by personal savings. His total academic year costs will be $4,054.

Jacques, a single student from France with a J-I visa, is in his second year at a private institution in the East, working on a Ph.D. in engineering, architecture and environmental design. He had a research assistantship Fall semester 1973 and earned more than $1,200 during that term. His course-connected costs (inclusing tuition and fees, etc.) totalled $1,700 for the semester. He lived in an apartment and housing and food costs came to $245 for the term. His personal expenses amounted to $345, of which $100 went for recreation, $100 for clothing, and $100 for insurance. His total support came from what he earned from his assistantship. For the entire academic year his costs will be $4,580.

Employment

Slightly over half of the respondents reported that they had been employed some time during Fall term 1973. Of this group, about three out of four had on-campus jobs and 26 per cent had worked off-campus. Twenty-eight per cent of those who worked off-campus had professional jobs related to their major fields of study, while 33 per cent worked in service jobs. Of those who stated that they had not worked Fall term 1973, most (75 per cent) had not sought jobs, but 25 per cent had sought jobs unsuccessfully.

About one-fifth of those who had on-campus jobs were first year students. (A number of these were transfer students from other institutions.) Twenty-three per cent of those working on-campus were married with their wives accompanying them, and 17 per cent were graduate students seeking Ph.D. degrees. Nearly a third were majors in engineering, architecture and environmental design. The characteristics of the students who had off-campus jobs (roughly 13 per cent of the total group) were similar to those who had on-campus jobs.

Fifty-eight per cent of all respondents (off-campus and on-campus job holders combined) classified their jobs as professional work. Only 14 per cent worked in service occupations and eight per cent in clerical jobs.

Average pay was well above the minimum wage standard. Thirty-eight per cent reported an average pay of $4.00 per hour or more, 23 per cent were paid $3.00-3.99, and 27 per cent earned $2.00-2.99 per hour. Only 12 per cent earned less than $2.00 per hour. The high earners were usually working on jobs related to their fields of study, whether working on- or off-campus. Off-campus jobs tended to pay higher wages than comparable on-campus jobs.

Those who worked usually did so for the entire school term. Ninety-two per cent reported working for nine weeks or more, and 62 per cent said that they worked more than 16 hours per week. An analysis of the combination of these two dimensions -- hours per week and number of weeks worked -- showed that 16 hours and more per week for 11 or more weeks was the most common work pattern (reported by 49 per cent of those who worked).

In terms of total earnings for the school term, 24 per cent reported that their earnings for Fall term 1973 were between $901 and $1,200, while an additional 23 per cent claimed earnings of more than $1,200. Special analyses showed that those reporting earnings in excess of $1,200 were primarily students in semester institutions, while those with income at the $901-$1,200 level were attending quarter-system schools.

Sixty-one per cent of the respondents were planning to apply for practical training after they completed their studies. The reason given most frequently for such plans was that they wanted to gain experience not available in their home countries. Twelve per cent reported a need to pay off indebtedness.

Student Costs

Cost figures reported by respondents were summarized and aggregated to produce averages. This process was conducted separately for students in quarter-system institutions and for students in semester-system institutions to eliminate one source of variation. The costs incurred by students attending the one private institution were considerably higher than those incurred by students in the public institutions so their figures were not included in the overall averages, either for the semester schools or for the grand total. This eliminated another source of variation. Finally, averages were based only on data provided by single students, to eliminate a third variable effect.

Total academic year costs for students attending semester-system institutions averaged $4,324 for students living in residence halls and $3,902 for students living in apartments. For students attending quarter-system schools the total average costs for an academic year were $5,253 for students living in residence halls and $5,379 for students living in apartments. These figures do not include special personal expenses reported by a small proportion of the respondents for installment or debt payments and "other" expenses, which averaged $1,580 per year for those who reported such expenses. Total academic year costs for students attending semester-system institutions were from $900-$1,400 less than costs for those attending quarter-system schools. This difference was due almost entirely to variations in tuition and other costs associated with taking courses.

Combining the academic year total average costs (excluding installment and debt payments) for students in the semster and quarter-system institutions, an overall average total cost of $4,788 was derived for single students in residence halls. Of this total, 50 per cent went for expenses related to taking courses, 34 per cent for housing and food, and the remaining 16 per cent for personal expenses.

For comparison, the average total academic year costs reported by single, residence hall students attending the private institution in the study amounted to $7,506, of which $5,122 or 68 per cent went for tuition, fees, and other expenses connected with taking course work.

Sources of Support

The students were asked to indicate the dollar amount and percentage of their total support that came from each of 12 listed sources. Usable data were received from 859 individuals.

The primary source of support, reported by 41 per cent of the respondents, was parents or relatives. Foreign students reported that, on the average, they depended on parents or relatives for 56 per cent of their total support. The average dollar amount reported was $1,165 for the Fall term. The next most frequently cited source of support -- named by 22 per cent -- was an assistantship or fellowship from a U.S. university. For those who had such assistance (with an average value for the term of $1,363), it constituted 75 per cent of their total support for the Fall term. Savings from summer earnings were relied upon by 20 per cent, with average earnings reported at $648 for the Fall term. Twelve per cent depended on off-campus jobs, and 13 per cent utilized savings brought from their home countries.

As proportions of total dollar support reported, assistance from parents and relatives represented 25 per cent. and assistantships from U.S. institutions an additional 16 per cent. The extent to which students depended on work of various kinds compared to support from other sources is shown by the figures listed below:

Source of Support	Total Dollar Amount	Per cent of Support
On-campus jobs, exclusive of assistantships	$ 95,200	5.8
Off-campus jobs	$ 100,590	6.2
Savings from summer earnings	$ 110,160	6.7
All other sources (including assistantships)	$ 1,328,332	81.3
Total	$ 1,634,282	100.0

Thus, work activities of all types, excluding teaching or research assistantships, provided about 19 per cent of the total support of the foreign student respondents in this study.

Savings brought from home countries amounted to an average of $1,029 per respondent for the Fall term. Scholarships from home governments, U.S. government agencies, or from U.S. universities were each relied upon by 14-16 per cent of the respondents.

Dependence upon the various sources of support was found to be related to the length of time the student had been in the U.S. Generally, dependence on support from parents and savings declined with the length of stay of the student in the U.S. Dependence on scholarships from home governments or from the U.S. government and loans from home countries also declined with length of time in the U.S. On the other hand, students who had been in the U.S. for more than one year were more likely to have received scholarship aid or assistantships from a U.S. university, to have had other kinds of on- or off-campus jobs, or to have received loans from within the U.S. Students also tended to rely more heavily on earnings from summer employment the longer they had been in the U.S. These increases and decreases in dependence generally were in terms of numbers depending on the sources as well as the percentage of support that such dependence represented.

Comparisons by sex showed that females depended more heavily than males on loans from their home countries, support from parents or relatives, and earnings from on-campus employment other than work as a graduate assistant. Males relied primarily on loans, assistantships, and scholarships from private agencies or from the U.S. government. Ninety per cent of those who reported that they had taken out loans from U.S. sources were male. The average amount of their loans for Fall term 1973 was $986.

Undergraduate foreign students relied more on savings from summer earnings, loans from within the U.S., off-campus employment, and funds from parents or relatives than did the graduate and advanced professional students. Students working on their Ph.D. degrees depended much more on university assistantships, on various types of scholarships, and on other kinds of on-campus jobs. Assistantships accounted for more than three-fourths of their support, averaging $1,424 for the Fall term.

A relatively higher proportion of African students than of other geographic groups received scholarships from the U.S. government (16 per cent). Asian students relied primarily on loans from within the U.S., savings from summer earnings, scholarships and assistantships, off-campus jobs (51 per cent), and parents or relatives. Students from the Middle East relied on parents or relatives and off-campus jobs (15 per cent) to a greater extent than on other sources of support.

Financial Assistance Sought and Granted

Nearly all of the foreign students who sought loans through university financial aid offices received them, although for lesser amounts than had been requested. In contrast, only 39 per cent of those who sought loans through outside organizations were able to get them. Ten of the 15 persons who applied for loans through foreign student advisors' offices received them.

Coping with Increased Costs

Students indicated that they would most likely have to work more hours on their present jobs, find jobs if they were not now working, or put their spouses to work in order to cope with future increased educational costs. Only 37 persons said that their most likely action would be to return home, although 111 persons did say that such action would be a second or third choice.

Individual Survey: Conclusions

The findings of this study indicate that most foreign students, especially after their first year, must find some additional sources of support other than their own or family resources to finance their education in the U.S. It is also apparent that, because of the great variation in the kinds of support utilized, in individual needs, and in educational costs, employment opportunities, activities, and needs should be viewed in the total context of sources and amounts of support available, rather than as an isolated aspect of foreign students' education.

The following conclusions seem warranted by the data collected in the Individual Survey:

1. A substantial part (nearly half) of the support for foreign students comes from sources outside the U.S. This assistance comes in the form of support from parents or relatives, scholarships or loans from foreign governments, and personal savings.

2. U.S. educational institutions represent the second major source of support, accounting for about one-third of the total dollar amount of foreign students' support. This consists primarily of teaching and research assistantships. Nearly three-fourths of all foreign student employment is on-campus, including assistantships.

3. Support from parents and relatives and personal savings decreases after the foreign student's first year in the U.S. These decreases are off-set by increased support from educational institutions and on- and off-campus employment.

To illustrate, relatively few (about one-fourth) first-year students seek employment. Of those who do, only about 12 per cent have off-campus jobs. Of the foreign students who have been in the U.S. more than one year, however, more than half (58 per cent) are employed. Slightly more than one-fourth of this working group have off-campus jobs.

4. Income from on- and off-campus jobs during the academic year (excluding assistantships) and savings from summer employment (on- or off-campus) account for about one-fifth of the total dollar support of foreign students.

5. The resources made available by foreign governments and agencies, the U.S. government and agencies, and private foundations and agencies combined account for about one-fifth of the total dollar resources available to foreign students. This amount is equal to the income derived from on- and off-campus employment.

6. If employment opportunities other than assistantships were to be eliminated, approximately $[illegible] 10 ,000,000 dollars annually would have to be obtained from other sources.

PART II: INDIVIDUAL SURVEY

Purpose of the Study

The primary purpose of the Individual Survey was to obtain directly from foreign students useful data regarding their financial resources and needs, the modes of financial assistance used by them, their employment needs and activities, their expenditure patterns, and background characteristics for use in analyzing the other data. It was expected that data from the individual returns could be used to augment and validate the information collected in the Institutional Survey.

Study Population

The study population was defined to include all foreign students who were registered Fall term 1973 at seven large universities. Six of these institutions were chosen primarily because of their geographical location in large metropolitan areas where numerous employment opportunities exist and competition with U.S. nationals for such employment might occur. The seventh, located in a small city of 40,000 was chosen for contrast. These seven institutions enrolled 10,373 foreign students, representing 7.1 per cent of the total foreign student population in the U.S. for the 1972-73 academic year (146,097--including immigrants--as reported in Open Doors 1973).

Sampling

A 20 per cent stratified, random sample of foreign students enrolled in Fall 1973 at the participating institutions was drawn for the study, except for one university. In this institution the entire foreign student population, other than foreign medical doctors and Canadians from just across the border, was used in the survey when it became apparent that after the exclusion of these groups a 20 per cent sample would produce only 58 students. The sample, stratified by student academic classification and major field of study, was taken by the FSA's office in each participating institution, following explicit directions sent out by the project research staff. Personal visits were made by research staff members to five of the seven institutions to discuss planning and procedures. Participating institutions were asked to provide lists of the students selected for the study in the form of a duplicate set of address labels to facilitate the mailing of the questionnaires.

The total study sample numbered 1,864, or 18 per cent of the foreign student population in the seven institutions. Of these, 88 could not be located due to inadequate addresses.

Questionnaire

The individual survey form requested information on the foreign students' employment, sources of support, educational costs, employment opportunities, and some background characteristics. The questionnaire was reviewed by the Advisory Committee in January 1974, pilot-tested on a few foreign students from different countries, and revised. The final forms were mailed to foreign students in the study the first week of April. Except for one institution, the mailing of the questionnaires was carried out by the project staff. Covering letters from the NAFSA president and the local FSA were enclosed with each questionnaire, together with a stamped, return envelope. Extra copies of questionnaires and return envelopes were sent to participating institutions for use by persons who might have lost their questionnaires. Because anonymity precluded identification of non-respondents, a blanket postcard follow-up reminder encouraging completion of the questionnaire was sent to everyone three weeks after the questionnaire was mailed. Two weeks later a second plea was sent to students in the two institutions with the lowest response rate.

At the cut-off date, June 15, responses had been received from 868 foreign students, or 49 per cent of those to whom questionnaires had been mailed. This number represents 8.3 per cent of the total foreign student population in the seven institutions. Table 1 shows the number of questionnaires sent out and the response rate for each of the participating institutions. The response rate per institution ranged from 42 per cent to 62 per cent.

Table 1. Response Rate by Institution, Fall Term 1973, NAFSA Study of Foreign Student Employment and Financial Resources.

Institution	Number of questionnaires sent	Number of questionnaires returned because of inaccurate address	Adjusted number of questionnaires sent	Number of questionnaires returned	Response rate
A	174	16	158	84	53.2%
B	248	4	244	106	43.4
C	292	5	287	138	48.1
D	260	0	260	123	47.3
E	315	13	302	127	42
F	324	48	276	136	49.3
G	251	2	249	154	61.8
Total	1,864	88	1,776	868	48.9

RESULTS

A Profile of the Respondents

To convey a general impression of the characteristics of the foreign students who responded to the questionnaire, the typical respondent might be described as follows, using modal (most frequently reported) characteristics:

The typical respondent was a single (67 per cent) male (78 per cent) student, holding an F-1 visa (76 per cent). His home country was in Asia (48 per cent), he had been in the U.S. between two and four years (27 per cent), was a graduate student seeking either an M.A. or a Ph.D. degree (56 per cent), and had been enrolled in his present higher educational institution one year or less. He was majoring in engineering (33 per cent) and living in a private apartment. He was spending slightly more than $600 for housing and about $1,100 for food for the academic year. He also was spending a little over $2,300 for tuition and fees and about $740 for other education-related expenses. More than half of his support came from parents or relatives, and a third from savings or summer employment. He typically (62 per cent) was working or seeking a job during Fall term and if working, did so on-campus (37 per cent). His average earnings from all types of jobs was over $900 for the Fall term.

More specifically, of course, respondents exhibited a wide range of characteristics (see Tables A-F, Appendix B):

1. About 31 per cent were undergraduates, 68 per cent were graduates.
2. Seventy-six per cent held F-1 visas, 16 per cent had J-1 visas, and five per cent were resident aliens or had applied for permanent residency. The remainder held other non-immigrant status.
3. Eight out of ten were male students;
4. Sixty-seven per cent were single; of the 33 per cent who were married, one-third said that their spouses were also students. Ten per cent had U.S. spouses.
5. Less than half (45 per cent) of the married couples had children; of the 210 married students who replied, 37 per cent indicated that they had one child living with them.
6. Students from Asian countries far exceeded in number those from other geographic areas of the world. Forty-eight per cent were from Asian countries, compared with 14 per cent from European countries and 12 per cent from

the Middle East. Less than eight per cent originated from each of the other six areas identified.

7. While 23 per cent had been in the U.S. one calendar year or less, 46 per cent had been here two years or less, and 79 per cent had been here four years or less.

8. Private apartments were the most popular residence, chosen by 47 per cent, with 20 per cent living in residence halls and 14 per cent in university-owned apartments.

9. Thirty-seven per cent were graduate students seeking a Ph.D., and 28 per cent were working on M.A. degrees. One-fourth were undergraduates working toward B.A. degrees, while an additional six per cent were undergraduates with long-range plans to seek a Ph.D.

Employment

This section presents data on foreign student employment activities and needs: kinds of employment taken, hourly pay, total earnings, length of time worked, etc.

Employment Status

Slightly over one-half (50.2 per cent) of the respondents reported that they had worked some time during Fall term 1973 (Table 2). Only 26 per cent of the first year students worked compared with 58 per cent of those who had been in the U.S. more than one year.

Of the 429 persons who worked, most (74 per cent) had jobs on-campus, about 80 per cent of which were related to their major fields of study. Eighty-eight per cent of the first year students who worked had on-campus jobs, while 72.5 per cent of the other students who worked did so on campus.

Overall, 26 per cent of those who worked had off-campus jobs during Fall term 1973. Of these off-campus jobs, only about a third (34 per cent) were considered to be related to their major fields of study. Further analysis showed that 33 per cent of the students who took off-campus jobs worked in service occupations (see Table 4).

Overall, 45 per cent of the respondents reported that they had not worked during Fall term 1973. Of this group, most (three out of four) had not sought jobs. Eleven per cent of all respondents reported that they had unsuccessfully sought jobs during Fall term 1973.

Failure to Find Work

Of the 96 students who failed to locate a job during Fall term 1973, three out of four had been in the U.S. for more than one year. More than half were first year students at their current institutions.

Of those who could not find a job: (1) one-fourth were women; (2) 55 per cent were undergraduates; (3) 70 per cent were single; (4) nearly half (46 per cent) came from Asian countries; (5) 87 per cent held F-1 visas (Table 3); (6) more than a third (35 per cent) were majors in engineering or architecture; and (7) about a fifth (19 per cent) were majors in business and related fields.

Table 2. Employment Status by Length of Time in the U.S. Fall Term 1973, NAFSA Study of Foreign Student Employment and Financial Resources.

	Length of Time in the U.S.					
	In First Year		More than One Year		All Students	
Employment Status	N	%	N	%	N	%
Was Unemployed and not seeking work	104	52.5	183	27.9	287	33.6
Was Unemployed but seeking work	24	12.1	71	10.8	95	11.1
Had on-campus job related to field of study	33	16.7	218	33.2	251	29.4
Had off-campus job related to field of study	1	.5	36	5.5	37	4.3
Had on-campus job not related to field of study	12	6.1	56	8.5	68	8.0
Had off-campus job not related to field of study	5	2.5	68	10.4	73	8.5
Other	10	5.1	15	2.3	25	2.9
No Response	9	4.5	10	1.5	19	2.2
Total	198	100.0	657	100.0	855	100.0

Visa Status

Because more than three-fourths of the respondents held F-1 visas, all of the employment categories in Table 3 were dominated by them. J-1 visa holders were most likely to be "not seeking" employment (24 per cent) or seeking an "on-campus job related to field of study" (19 per cent).

On-campus jobs

Of those who reported that they had on-campus jobs related to their field of study, 82 per cent were male, slightly over one-fifth (21 per cent) were first year students at the attending institution, over one-half (52 per cent) came from Asian countries, seven out of 10 (68 per cent) were graduate students seeking Ph.D. degrees, 75 per cent were F-1 visa holders, and 40 per cent were married with their wives accompanying them in the U.S. A third (32 per cent) had majors in the field of engineering, architecture and environmental design, and 47 per cent lived in private apartments.

Of those who had on-campus jobs not related to their fields of study, 28 per cent were first year students (including transfers) at the current institutions, three out of four (75 per cent) were male, 65 per cent were from Asia, 47 per cent were undergraduates working on their bachelor'degrees, 90 per cent were F-1 visa holders, and 16 per cent were married with their wives accompanying them in the U.S. Again, 32 per cent had a major in the field of engineering, architecture, or environmental design, and 43 per cent lived in private apartments. Clearly major field-related job priorities went to older, married students seeking advanced degrees.

Off-campus jobs

Those who worked off-campus consisted of about the same percentages of first year students (including transfers), Asian students, males, F-1 visa holders, etc., whether in jobs related or unrelated to their major fields of interest. The percentages were roughly comparable to those with on-campus jobs, too, except for slightly higher percentages of graduate students seeking master's degrees (44 per cent) and individuals with majors in engineering, architecture, or environmental design (41 per cent).

Table 3. Foreign Student Employment and Visa Status, Fall Term 1973, NAFSA Study of Foreign Student Employment and Financial Resources.

Employment Status	Visa Status													
	F-1		F-2		J-1		J-2		Other non-immigrants		Permanent resident		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Unemployed/ not seeking work	205	71.2	4	1.4	69	24.0	1	0.3	2	0.7	7	2.4	288	100.0
Unemployed/ seeking work	82	87.2	1	1.1	5	5.3	3	3.2	0	0.0	3	3.2	94	100.0
Had on-campus job related to field of study	191	75.5	0	0.0	48	19.0	2	0.8	1	0.4	11	4.3	253	100.0
Had off-campus job related to field of study	29	74.4	0	0.0	3	7.7	0	0.0	0	0.0	7	17.9	29	100.0
Had on-campus job not related to field of study	62	89.9	0	0.0	2	2.9	1	1.4	2	2.9	2	2.9	69	100.0
Had off-campus job not related to field of study	55	74.3	2	2.7	3	4.1	0	0.0	1	1.4	13	17.6	74	100.0
Other	15	60.0	0	0.0	7	28.0	1	4.0	1	4.0	1	4.0	25	100.0
Total	639	75.9	7	0.8	137	16.3	8	1.0	7	0.8	44	5.2	842[a]	100.0

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[a] Total differs from the figure in Table 8, because the 26 students who did not respond to either visa or employment status questions have been excluded.

Nature of Foreign Student Employment

Professional jobs predominated among the kinds of employment, both on-campus and off-campus, obtained by the foreign students (Table 4). About 80 per cent of the jobs said to be related to their fields of study were so classified, whether on- or off-campus. Overall, 58 per cent of the jobs were classified by respondents as being professional. About 14 per cent of all jobs were in service occupations -- seven per cent of the on-campus jobs and 33 per cent of the off-campus jobs. The bulk of these were positions that were not related to the respondents' fields of study. Only about three per cent or less of the students reported sales, skilled manual trade, or managerial positions, in each case.

Average Pay Per Hour

Thirty-eight per cent of those who were employed reported average pay per hour of $4.00 or more (Table 5). Most of those who earned such hourly rates were in positions related to their fields of study, both on- and off-campus. About a fourth (23 per cent) were paid $3.00-3.99 per hour and 27 per cent earned $2.00-2.99 per hour. The remaining 12 per cent made less than $2.00 per hour. On-campus employment was reported to pay less, on the average, than similar off-campus employment. The modal rate per hour for on-campus, non-field-related employment was in the $2.00-2.49 range, whereas the off-campus, non-field-related employment was in the $2.50-2.99 per hour range. Expressed as median hourly pay, on-campus and off-campus, non-field-related jobs paid $2.33 and $2.67 per hour, respectively. Field-related jobs on-campus paid a median rate of $4.07 per hour whereas such off-campus jobs paid a median rate of $4.16 per hour.

Table 4. Nature of Employment by Employment Location and Relevance to major Field, Fall Term 1973, NAFSA Study of Foreign Student Employment and Financial Resources.

Nature of Employment	Employment Related to Field of Study				Employment Not Related to Field of Study				Total	
	On-campus		Off-campus		On-campus		Off-campus			
	N	%	N	%	N	%	N	%	N	%
Professional	202	81.1	31	79.5	10	14.7	6	8.2	249	58.0
Clerical	1	.4	2	5.1	23	33.8	9	12.3	35	8.2
Sales	0	0	0	0	2	2.9	8	11.0	10	2.3
Managerial	2	.8	0	0	0	0	2	2.7	4	0.9
Service Occupation	3	1.2	2	5.1	19	27.9	35	47.9	59	13.8
Skilled Manual Trade	2	.8	3	7.7	3	4.4	3	4.1	11	2.6
Other	39	15.7	1	2.6	11	16.2	10	13.7	61	14.2
Total	249	100.0	39	100.0	68	100.0	73	100.0	429	100.0

Table 5. Average Pay Per Hour by Employment Location and Relevance to Major Field, Fall Term 1973, NAFSA Study of Foreign Student Employment and Financial Resources.

Average Pay Per Hour	Employment Related to Field of Study				Employment Not Related to Field of Study				Total	
	On-campus Job		Off-campus Job		On-campus Job		Off-campus Job			
	N	%	N	%	N	%	N	%	N	%
Less than $1.50	5	2.1	0	0	0	0	2	2.7	7	1.7
$1.50-1.99	8	3.4	0	0	19	27.9	14	18.9	41	9.8
$2.00-2.49	9	3.8	5	13.2	22	32.4	15	20.3	51	12.2
$2.50-2.99	28	11.8	4	10.5	13	19.1	17	23.0	62	14.8
$3.00-3.49	28	11.8	5	13.2	7	10.3	13	17.6	53	12.7
$3.50-3.99	35	14.7	4	10.5	2	2.9	5	6.8	46	11.0
$4.00-4.49	42	17.6	3	7.9	2	2.9	2	2.7	49	11.7
$4.50 and over	83	34.9	17	44.7	3	4.4	6	8.1	109	26.1
Total	238	100.0	38	100.0	68	100.0	74	100.0	418	100.0

Length of Time Worked

Foreign students who obtain employment tend to do so half-time for the whole school term. Ninety-two per cent of the employed students reported that they worked nine weeks or more and 62 per cent said that they worked more than 16 hours a week during Fall 1973 (Table 6). Eighty foreign students, or nearly one-fifth of those employed, worked more than 20 hours per week for 11 or more weeks during Fall 1973.

Workloads of 16 or more hours per week for 11 or more weeks were found to be most common, with 49 per cent of the group working to that extent. Most of the employed foreign students indicated that they had half-time on-campus jobs.

Of those who were employed (N=436), 58 per cent had on-campus jobs related to their fields of study, nine per cent had off-campus jobs related to their fields of study, 16 per cent had on-campus jobs not related to their fields of study, and 17 per cent had off-campus jobs not related to their fields of study.

Total Earnings

Nearly one-fourth (24 per cent) of the working foreign students reported that their income from employment during Fall term 1973 was between $901 and $1,200 and an additional 23 per cent said that they earned more than $1,200 for the term (Table 7). Four per cent earned $100 or less. A comparison of the amounts earned by respondents in semester-schedule institutions with those earned by respondents in quarter-schedule systems shows that the bulk of those earning over $1,200 were enrolled in semester-system institutions, whereas the majority of those earning between $901 and $1,200 were students in quarter-system institutions.

Comparisons by institution showed that institution E had about half the percentage of foreign students earning more than $1,200 that the other semester-system institutions (A,B, and D) had. Among the quarter-system institutions, school G had 55 per cent of its respondents with earnings over $900 while institutions C and F had only about 42 per cent doing so. Overall, foreign students in the four semester-system institutions reported median total earnings of about $904 for the Fall semester. Foreign students in the three quarter-system schools reported median total earnings of $774 for the Fall quarter.

Apart from the earnings listed above, 25 foreign students, or three per cent of the total number of students selected for the study, indicated that they provided personal services in exchange for a room or meals sometime during Fall 1973. These students reported that their average weekly workload was 14 hours and that the average dollar value of their work was $33.48 per week.

Table 6. Number of weeks worked by Number of hours worked per week, Fall Term 1973, NAFSA Study of Foreign Student Employment and Financial Resources.

Number of Weeks Worked	Number of Hours per Week									
	Less than 10		10-15		16-20		More than 20		Total	
	N	%	N	%	N	%	N	%	N	%
1-2	1	1.4	2	2.2	2	1.2	1	1.1	6	1.4
3-4	4	5.6	2	2.2	1	0.6	1	1.1	8	1.9
5-6	3	4.2	1	1.1	4	4.8	2	2.2	10	2.4
7-8	3	4.2	3	3.3	2	1.2	2	2.2	10	2.4
9-10	12	16.9	18	20.0	29	17.5	8	17.6	67	15.9
11 or more	48	67.7	64	71.2	128	74.7	80	75.8	320	76.0
Total	71	100.0	90	100.0	166	100.0	94	100.0	421	100.0

Table 7. Total Earnings By School Calendar System, Fall Term 1973, NAFSA Study of Foreign Student Employment and Financial Resources.

Institution	$100 or Less		$101-300		$301-500		$501-700		$701-900		$901-1,200		Over $1,200		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Semester-System Institution																
A	1	2.2	6	13.0	3	6.5	2	4.3	5	10.9	11	23.9	18	33.1	46	100.0
B	2	3.8	9	17.3	8	15.4	2	3.8	3	5.8	5	9.6	23	44.2	52	100.0
D	3	6.1	5	10.2	11	22.4	3	6.1	1	2.0	7	14.3	19	38.8	49	100.0
E	3	3.7	9	11.2	19	23.7	9	11.2	9	11.2	15	18.8	16	20.0	80	100.0
Total	9	4.0	29	12.8	41	18.1	16	7.0	18	7.9	38	16.7	76	33.5	227	100.0
Quarter-System Institution																
C	3	3.7	2	2.4	9	11.2	15	18.3	19	23.2	25	30.5	9	11.0	82	100.0
F	5	6.6	13	17.1	11	14.5	8	10.5	8	10.5	18	23.7	13	17.1	76	100.0
G	0	0	7	13.7	2	3.9	5	9.8	3	17.6	24	47.1	4	7.8	51	100.0
Total	8	3.9	22	10.5	22	10.5	28	13.4	36	17.2	67	32.1	26	12.4	209	100.0
Grand Total	17	3.9	51	11.7	63	14.4	44	10.1	54	12.4	105	24.1	102	23.4	436	100.0

Problems Related to Employment

A majority (63 per cent) of the working foreign students indicated that no significant problems resulted from their working during the school term. However, a fair percentage (21 per cent) stated that they did not have time to take part in campus activities. Another 10 per cent said that their grades suffered and two per cent had marital difficulties resulting from their working.

More than half of the respondents (54 per cent) had sought jobs since coming to their current institutions. Of these seekers, 58 per cent failed to locate jobs. When asked to rank the three most important factors that caused them to fail to get a job, they listed the following in order of average rank: "employers prefer U.S. nationals," (mean rank of 1.51); "tightness of job market" (1.92); "inadequate English proficiency" (2.04).

Those who were successful in job seeking were asked how they found their jobs. A fourth (28 per cent) indicated that they got their job through a department chairman, and an additional 18 per cent through their academic advisor. Slightly over a fifth (21 per cent) got their jobs by themselves and only 12 per cent obtained them through a university employment or placement office.

Practical Training

Upon completion of their programs of study, foreign students may apply for up to 18 months of practical training in the U.S. The practical training combines a work and learning experience.

A majority of the respondents (61 per cent) were planning to apply for practical training after they completed their studies. Of these, 42 per cent indicated that the major reason for seeking practical training was to gain experience not available in their home countries. Slightly less than a third (30 per cent) said the major reason was to help further their academic objectives, and 12 per cent stressed the need to pay off debts.

Costs While Attending the University

Data on educational costs for foreign students were gathered in detail to get a better understanding of the magnitude of various expenses. Educational costs were categorized into: (1) expenses directly associated with taking courses, e.g., tuition, books, commuting, etc.; (2) housing and food; and (3) personal expenses, e.g., recreation, clothing, laundry, etc. Each foreign student in the sample was asked to indicate expenses actually incurred during Fall term 1973, for all items listed in the above three categories.

Because the students attending the one private institution in the group studied paid considerably higher tuition and fees than did the students in the public universities, average costs reported in this and the following sections on costs refer only to the public institutions in the study. Separate figures are presented for students in semester-system and quarter-system public institutions to enable comparisons. Average costs reported by the students in the one private institution are also presented separately for comparison with the public cost figures.

Because of the difference in term length, it is difficult to compare term costs of semester and quarter schools, except for the total academic year. Total weighted average costs for a full academic year for each expense category have therefore been provided (Table 8), to facilitate comparison and to determine a total average cost figure for all respondents for one full academic year (right hand column in Table 8).

Expenses Directly Associated with Taking Courses

As expected, for all respondents combined, tuition and fees connected with taking courses were the biggest expense, with an average cost of $456 per term for students attending a semester-system school and of $584 per term for those in quarter-system institutions. The average is influenced by a number of variables that dictate how much any given student actually paid, and thus does not represent the average of posted tuition costs for the institutions included. For example, a student with an assistantship would not pay the out-of-state tuition rate. Others would. Those with tuition waivers paid only special fees.

The total average tuition and fees cost for the academic year was $1,332. This expense represented 56 per cent of the total average costs ($2,394) directly related to taking courses at the university and 28 per cent of overall total costs for the academic year ($4,788).

Total direct costs per term associated with taking courses were about the same in the three semester-system institutions as in the three quarter-system institutions ($966 and $952, respectively). A large difference results, however, when these respective term cost figures are multiplied by two for students on the semester system and by three for students on the quarter system.

Housing and Food

Table 8 also shows the average costs per term for housing and food in semester-system and quarter-system institutions, and the average costs for the total year when data from all respondents are combined. Because costs vary for single and married students, and for those living in residence halls, apartments, rooming houses, and houses, the housing and food averages have been computed only for single students in the different kinds of living units.

Average costs of single students living in residence halls and in apartments have been used in computing total costs per term and for the total academic year to provide a general average.

For single students living in residence halls in public institutions on the semester-system, housing and food costs totaled $836 per semester. For single students in quarter-system public institutions, housing and food costs averaged $526 per quarter. When multiplied by the number of terms in each type of institution, the costs for housing and food become $1,672 per year and $1,578 per year for students in semester-system and quarter-system institutions, respectively. The average housing and food cost for all single students (living in residence halls) combined was $1,625 for one academic year. Comparable figures for single students living in apartments came to $625 per term and $568 per term for students attending semester- and quarter-system schools, respectively. These figures would be $1,250 and $1,704 for the entire academic year in each calendar-type institution. The average for the two groups combined would then be $1,477 for the academic year for housing and food.

Personal Expenses

The magnitude of personal expenses depends upon a person's life style. Personal expenses were defined as including: (1) recreation and entertainment (movies, sports, etc.), including travel cost for such purposes; (2) clothing; (3) laundry and cleaning; (4) insurance (health, auto, life, etc.); (5) personal grooming (haircuts, drugstore supplies, etc.); (6) health (medical and dental); (7) installment payments on automobiles, furniture or appliances; and (8) payment on other debts.

On a per term basis, personal expenses were slightly higher for students attending semester-system schools than for those attending quarter-system schools, as would be expected owing to the difference in the length of the terms. When extended to cover an entire academic year, average personal expenses (excluding installment, debt payments, and "other" expenses) came to $720 for students in semester-system institutions and to $819 for students in quarter-system schools.

Installment, debt, and "other" expenses were excluded in the above calculations because only a small proportion of the respondents (from five to 13 per cent) reported such expenses. Many left the items blank, and it is not known whether this indicated no such expenses or an unwillingness or inability to divulge such information.

Total combined costs for tuition and courses, housing and food, and personal expenses came to $2,162 per semester for single students living in residence halls in schools using the semester-system and to $1,751 per quarter for similar students in schools using the quarter system. For the total academic year, therefore, total costs were considerably higher for students attending schools on the quarter system ($5,253) than for students attending schools on the semester-system ($4,324). This difference is accentuated if installment payments, etc., are included in the total personal expenses.

Apartment living is apparently cheaper than residence hall living, more so in semester-system institutions than in quarter-system institutions--with total average costs of $1,951 per semester and $1,793 per quarter, respectively. For the total year these figures would be $3,902 and $5,379 for students in the semester-system and quarter-system institutions, respectively.

Expressed as average total costs for attending a U.S. university for one academic year, single foreign students in 1973-74 had expenses of $4,788 if they lived in residence halls or of $4,640 if they lived in apartments. For comparison, with the reminder that the figure represents only one institution and not an average of three institutions as is the case for the public institution data, total average academic year costs for single students attending the one private institution in the study amounted to $7,506, or $7,418 for students living in residence halls or apartments, respectively.

Table 8. Costs While Attending the University by Type of Expenses and Type of Public Institution, Fall Term 1973, NAFSA Study of Foreign Student Employment and Financial Resources.

	Public Institution				
	Semester-System		Quarter-System		Overall[c]
Type of Expenses	Amount Per Term	Amount Per Year	Amount Per Term	Amount Per Year	Amount Per Year
Direct Educational Costs					
Tuition and Fees for Instruction	$456	912	584	1,752	1,332
Incidental Fees and charges	92	184	72	216	200
Books and Supplies	88	176	69	207	192
Travel Back and Forth to Class	99	198	58	174	186
Other	231	462	169	507	485
Total	966	1,932	952	2,856	2,394
Housing and Food[a]					
Those who Lived in Residence Halls					
Room and Board	740	1,480	451	1,353	1,417
Room Rental	493	386	190	570	778
Food Cost for Meals	434	868	222	666	767
Other Meals, Snack, etc.	96	192	75	225	209
Total[b]	836	1,672	526	1,578	1,625
Those who Lived in Apartments[a]					
Rent					
Apartment	240	480	237	711	596
Room	201	402	203	609	506
House	314	628	205	615	622
Food Cost for Meals	218	436	185	555	496
Other Meals, Snack, etc.	93	186	97	291	239
Utilities	74	148	49	147	148
Total for Apartment Living	625	1,250	568	1,704	1,477

Table 8. Continued.

Type of Expenses	Public Institution: Semester-System Amount Per Term	Semester-System Amount Per Year	Quarter-System Amount Per Term	Quarter-System Amount Per Year	Overall[c] Amount Per Year
Personal Expenses[a]					
Recreation and Entertainment	$111	222	74	222	222
Clothing	68	136	49	147	142
Laundry and Cleaning	19	38	12	36	37
Insurance	80	160	62	186	173
Personal Grooming	26	52	18	54	53
Health	56	112	58	174	143
Total	360	720	273	819	770
Other Expenses[a]					
Installment Payment	309	618	297	891	755
Payment on Debts	236	472	198	594	533
Other	113	226	120	360	293
Total	658	1,316	615	1,845	1,580
Grand Total[d] for Those who Lived in Residence Halls	2,162	4,324	1,751	5,253	4,788
Grand Total[d] for Those who Lived in Apartment	1,951	3,902	1,793	5,379	4,640

Footnotes for Table 8.

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[a] Costs for housing and food, personal expenses, and "other" expenses are based on students who were single when this survey was conducted.

[b] Total average housing and food costs were obtained by adding the underlined cost items together.

[c] Overall totals are averages of the academic year totals for the students attending semester and quarter-system schools. Column totals do not equal sum of separate items because each item represents an average based on a different number of individuals and on different students.

[d] Grand totals exclude costs for other expenses, since a much smaller number of foreign students reported such expenses compared to the number that reported other expenses.

NOTE: Average total academic year costs for students attending the private institution in the study were as follows, for single students living in residence halls: costs connected with taking courses $5,122; for housing and food, $1,638; for personal expenses, $746; for installment and debt payments and "other" expenses, $1,054; all costs (including installment payment, etc.), $7,506 per year.

Categorized, these private institution expenses for an academic year were: $5,122 for expenses directly related to taking courses; $1,638 for housing and food expenses; and $746 for personal expenses, excluding installment payments, etc. For the three to six per cent of the respondents in the private institution who reported installment and "other" expenses, the average amount of such payments was $1,054 per year.

To sum up, expenses were highest in the one private institution in the study, next highest in the quarter-system schools, and lowest in the semester-system schools. Student costs averaged about $900-$1,400 more per academic year if they attended institutions on the quarter system. By percentages the total costs could be broken down as follows: 50 per cent for costs directly related to taking courses, 34 per cent for housing and food costs, and 16 per cent for personal expenses (excluding installment payments, debt payments, and "other" expenses). For those who had installment or debt payments, the percentage breakdown would be: 37, 26, 12, and 25, for course-taking expenses, housing and food expenses, personal expenses, and installment payments, etc., respectively.

Sources of Support

It takes a lot of money for a foreign student to study in the U.S. From where does the money come? To determine the sources of financial support, foreign students selected for this study were asked to indicate not only the dollar amount but also the proportion of their total support for the Fall term 1973 that was contributed by each of several possible sources of support. In addition, the foreign students were asked to indicate the total amount sought and total amount granted in any applications for various kinds of aid for Fall term that they may have made.

Rising educational and living costs will continue to create financial difficulties for foreign students. The students were therefore asked for information as to what kind of sources they would utilize to meet increased educational costs.

Dollar Amount and Percentage of Support from Various Sources

A list of 12 possible sources of support was provided in the questionnaire. Foreign students were asked to indicate dollar amount and percentage of total support contributed by each source of support for the Fall term. Data on these two variables have been reported first in a summary manner and then analyzed according to length of time in the U.S., by student classification, by sex, and by geographic origin.

Income from parents or relatives was the most often mentioned source of support for foreign students in the study (Table 9). Approximately 41 per cent of the students who responded to the survey reported that they had income from their parents or relatives. For those who received family support, the average dollar amount was $1,165 for the Fall term, and it represented 56 per cent of their total support.

Over one-fifth (22 per cent) of the responding foreign students indicated that they had assistantships or fellowships from a U.S. university for Fall term 1973. The average amount--$1,363--represented 75 per cent of the total support for the 192 persons who had such aid.

The third most frequently cited source of support was "savings from summer earnings." One-fifth (20 per cent) of the respondents worked in the summer and reported average savings from these earnings in the amount of $648, which contributed 23 per cent to their total support on the average.

Table 9. Average Dollar Amount and Percentage of Student Support, by Source of Support, Fall Term 1973, NAFSA Study of Foreign Student Employment and Financial Resources.

Source of Support	Average Amount	Percentage of Total Support	Percentage of Students Receiving
Parents or relatives	$1,165	55.8%	40.9%
Scholarship, fellowship, grant-in aid from home government	1,531	69.2	13.9
Scholarship from U.S. government	1,132	73.2	3.1
Scholarship from private agency or foundation	1,523	62.4	7.5
Scholarship from U.S. university	985	49.7	15.1
Assistantship or fellowship from U.S. university	1,363	74.9	22.1
Other types of on-campus jobs	700	39.4	15.7
Off-campus jobs	958	47.1	12.1
Loans from within U.S.	962	34.5	6.7
Loans from home country	1,032	50.4	3.8
Savings from home country	1,029	36.8	13.4
Savings from summer earnings	648	31.7	19.6

Percentages are based on the total number (859) of foreign students who responded to the survey.

Roughly equal proportions of the respondents (14 to 16 per cent) reported that they had income from "other types of on-campus jobs," a "scholarship from a U.S. university," "a grant from their home government ," or "savings from their home country" for the Fall term. Those dependent upon these resources placed heaviest reliance on home country scholarship (an average of $1,531 and 69 per cent of total support) and a university scholarship (an average of $985 and 50 per cent of total support). Savings from home country amounted to $1,029 on the average, representing 37 per cent of the individual's total support.

Twelve per cent of the respondents reported that they had income from off-campus employment during the Fall term 1973. With a mean dollar amount of $958, earnings from off-campus jobs accounted for nearly half (47 per cent) of the total support for those students.

About eight per cent of the respondents indicated that they had fellowships or scholarships from foundations or private agencies, loans from within the U.S., loans from home countries, or scholarships from the U.S. government. Among those sources of support, the most lucrative were fellowships and scholarships from foundations and private agencies ($1,523). That average amount represented 62 per cent of the total support for individuals with such awards.

In terms of the dollar amounts of support reported by the respondents (Table 10), 25 per cent came from parents and relatives, 16 per cent from U.S. universities in the form of assistantships or fellowships, and 11 per cent came from foreign governments. Overall, 54 per cent of the total dollar amount was provided by U.S. institutions, governmental agencies, or private foundations and corporations. Forty-six per cent came from sources outside the U.S. as support from parents and relatives, personal savings, scholarships and loans from home governments. Employment income (excluding assistantships) accounted for 19 per cent of all the support dollars utilized by foreign students.

Table 10. Total Dollar Amount of Support Reported by Students by Source of Support, Fall Term 1973, NAFSA Study of Foreign Student Employment and Financial Resources.

Sources of Support	Amount	Per cent
Funds from within the U.S.		
Scholarships from U.S. government	$30,575	1.9
Scholarships from private Agency or Foundation	98,984	6.0
Scholarships from U.S. Universities	129,007	7.9
Assistantships or Fellowships from U.S. Universities	261,694	16.0
Other Types of On-campus Jobs	95,223	5.8
Off-campus Jobs	100,608	6.2
Loans from within U.S.	55,785	3.4
Savings from Summer Earnings	110,107	6.8
Funds from Outside the U.S.		
Parents or Relatives	413,528	25.3
Scholarships, Fellowships, Grant-in-Aid from Home government	185,255	11.3
Loans from Home Country	34,060	2.1
Savings from Home Country	119,380	7.3
Total	$1,634,206	100.0

Sources of Support by Length of Time in the U.S.

The average amount of support from various sources varied according to the length of time students had been in the U.S. Table 11 shows the number of foreign students, average dollar amounts, and percentage of total support by source of support, classified according to length of time in the U.S.

Of those who reported that "savings from their home countries" was one of their sources of support Fall term, nearly half (49 per cent) were first year foreign students. These first year students had savings from their home countries averaging $1,195, which contributed 42 per cent to their total support for the Fall term. Twenty-eight per cent of those who depended on savings from their home countries had been in the U.S. one to two years. The amount of savings from home countries averaged $745, for 30 per cent of the respondents' Fall term support.

Forty-three per cent of those who received fellowships from foundations and other private agencies were first year students. They received an average of $1,914, which accounted for 80 per cent of their total support for the Fall term. In comparison, only 25 per cent of those who had scholarships from foundations or private agencies had been in the U.S. from one to two years, and their mean figure of $1,486 represented 68 per cent of their support.

The percentage and dollar amount of support from four sources--parents or relatives, scholarships from home governments, scholarships from the U.S. government, and loans from home countries--tended to decrease with length of time in the U.S. However, those who were in the U.S. for more than one year were more likely to have received scholarship aid or assistantships from a U.S. university, have had other on-or off-campus jobs, have received loans from within the U.S., and have had savings from summer earnings. The percentage of support from these sources tended to increase with the length of time in the U.S. up to the fourth year.

In summary, first year foreign students received larger dollar amounts of support from parents or relatives, scholarships from government, and loans and savings from the home countries to continue their studies in the U.S. than did foreign students who had been in the U.S. longer. The latter tended to depend more on income from part-time and summer employment, loans from within the U.S., and scholarships and assistantships from universities.

Table 11. Average Dollar Amount and Average Percentage of Total Support from Various Sources, by Source of Support and Length of Time in the United States, Fall Term 1973, NAFSA Study of Foreign Student Employment and Financial Resources.

Length of Time in the U.S.		Sources of Support					
		Parents or Relatives	Scholarship from Home Gov't.	Scholarship from U.S. Gov't.	Scholarship from Private Agency	Scholarship from U.S. University	Assistantship from U.S. University
One Year or Less	$	1,363	1,804	1,168	1,914	1,424	1,175
	%	68.4	78.9	73.8	79.9	57.3	73.9
	N	83(23.4)	39(32.2)	8(29.6)	28(43.1)	14(10.7)	26(13.5)
1.01-2.00 Years	$	1,254	1,319	1,349	1,486	820	1,131
	%	55.5	67.5	76.9	67.7	44.5	66.8
	N	85(23.9)	32(26.4)	10(37.0)	16(24.6)	36(27.5)	46(22.9)
2.01-4.00 Years	$	1,085	1,264	715	1,159	1,185	1,442
	%	52.2	61.7	51.8	36.5	48.1	75.4
	N	119(32.9)	30(24.8)	5(18.5)	14(21.5)	48(35.8)	70(36.4)
More than Four Years	$	982	1,738	160	779	946	1,556
	%	46.7	61.8	19.2	29.0	54.2	80.0
	N	62(17.4)	20(16.5)	1(3.7)	5(7.9)	31(23.7)	51(26.6)
All Students	$	1,165	1,531	1,132	1,523	985	1,363
	%	55.8	69.2	73.2	62.4	49.7	74.9
	N	355(100.0)	121(100.0)	27(100.0)	65(100.0)	131(100.0)	192(100.0)

Figures in subcategories in columns do not necessarily add up to the figure for all students because of missing cases.

Figures in parentheses represent percentages of column totals.

Table 11. Continued.

Length of Time in the U.S.		Sources of Support					
		Other On-campus Jobs	Off-campus Jobs	Loans from within the U.S.	Loans from Home Country	Savings from Home Country	Savings from Summer Earnings
One Year or Less	$	618	417	1,890	1,280	1,195	478
	%	34.1	35.2	21.0	63.3	41.5	18.1
	N	20(14.7)	((8.6)	5(8.6)	11(33.3)	57(49.1)	8(4.7)
1.01-2.00 Years	$	456	623	555	884	745	65
	%	32.5	33.5	37.2	60.5	30.3	32.4
	N	33(24.3)	19(18.1)	21(36.2)	7(21.3)	33(28.5)	49(28.8)
2.01-4.00 Years	$	677	976	752	1,133	978	693
	%	38.2	48.2	33.9	40.9	33.8	34.3
	N	49(36.0)	40(38.1)	23(39.7)	9(27.3)	19(16.3)	72(42.3)
More than Four Years	$	1,080	1,355	2,122	625	1,103	601
	%	51.2	60.4	46.7	43.7	29.0	29.3
	N	30(22.1)	33(31.4)	8(13.8)	4(12.1)	6(5.2)	37(21.8)
All Students	$	700	958	962	1,032	1,029	648
	%	39.4	47.1	34.5	50.4	36.8	31.7
	N	136(100.0)	105(100.0)	58(100.0)	33(100.0)	116(100.0)	170(100.0)

Figures in subcategories in columns do not necessarily add up to the figure for all students because of missing cases.

Figures in parentheses represent percentages of column totals

Source of Support by Sex

Differences in the sources of support for Fall term 1973 were found between male and female foreign students. Table 12 presents data on number of foreign students, average dollar amount and average percentage of total support, Fall term, by source of assistance and sex. A comparatively higher proportion of male foreign students was found to rely on loans borrowed in the U.S., assistantships obtained from U.S. universities, scholarships from private agencies or foundations, and scholarships from the U.S. government. In contrast, higher proportions of female foreign students depended on loans from their home countries, support from parents or relatives, and earnings from on-campus employment other than working as an assistant.

Nine out of 10 of those who reported that they had loans from U.S. sources were male. The average amount of their loans -- $986 -- contributed slightly over one-third (34 per cent) to their total support. Loans to females averaged $750 and contributed 43 per cent to their total support.

Research or teaching assistantships were an important source of support for both male and female foreign students. Male students had 88 per cent of the assistantships, although they represented only 78 per cent of all respondents and 70 per cent of the graduates. Consequently, female students depended more heavily (24 per cent) on other kinds of on-campus employment than on assistantships (12 per cent).

Source of Support by Student Classification

Sources of support differed for the different student groups. Undergraduate foreign students seeking Bachelor's degrees relied more on savings from summer earnings, loans from within U.S., off-campus employment, and parents or relatives than they did on other sources of support (Table 13). Graduate students seeking Master's degrees depended primarily on loans and savings from home country, scholarships from private agencies or foundations, and scholarships from home governments. The pattern was slightly different for the graduate foreign students who were working on their Ph.D. degrees. They depended much more on assistantships from universities to finance their education in the U.S. Other important sources which were used frequently were scholarships from various sources and "other" on-campus jobs.

Although a few assistantships were awarded to undergraduate students, most awards went to students seeking Ph.D. degrees. With a mean dollar amount of $1,424, for the Fall term, assistantships held by Ph.D. candidates accounted for more than three-fourths (77 per cent) of their total support.

Table 12. Average Dollar Amount and Percentage of Total Support by Source of Support and Sex, Fall Term 1973, NAFSA Study of Foreign Student Employment and Financial Resources.

		Sources of Support					
Sex		Parents or Relatives	Scholarship from home government	Scholarship from U.S. government	Scholarship from private agency	Scholarship from U.S. university	Assistantship from U.S. University
Male	$	1,148	1,572	1,147	1,497	990	1,387
	%	52.3	67.1	71.1	60.3	50.4	75.4
	N	269(75.8)	98(81.0)	23(85.2)	56(86.2)	103(78.6)	168(87.5)
Female	$	1,225	1,355	1,047	1,681	965	1,196
	%	68.1	79.5	87.3	87.5	47.0	70.8
	N	84(23.7)	23(19.0)	4(14.8)	9(13.9)	28(21.4)	24(12.5)
All Students	$	1,165	1,531	1,132	1,523	985	1,363
	%	55.8	69.2	73.2	62.4	49.7	74.9
	N	355	121	27	65	131	192

Figures in the parentheses are percentages based on the figures for all students. They do not necessarily add up to 100 per cent because of missing cases.

Table 12. Continued.

Sex		Sources of Support					
		Other On-campus Jobs	Off-campus Jobs	Loans from within the U.S.	Loans from home country	Savings from home country	Savings from summer earnings
Male	$	689	1,016	986	974	1,028	666
	%	39.1	45.2	33.6	47.5	36.2	31.8
	N	104(76.5)	83(79.1)	52(89.7)	23(69.7)	92(79.3)	140(82.4)
Female	$	738	737	750	1,166	1,032	565
	%	40.7	55.3	42.8	58.9	39.5	31.5
	N	32(23.5)	21(20.0)	6(10.3)	10(30.3)	24(20.7)	32(17.7)
All Students	$	700	958	962	1,032	1,029	648
	%	39.4	47.1	34.5	50.4	36.8	31.7
	N	136	105	58	33	116	170

Table 13. Average Dollar Amount and Percentage of Total Support, by Source of Support and Student Classification, Fall Term 1973, NAFSA Study of Foreign Student Employment and Financial Resources.

Student Classification		Source of Support					
		Parents or Relatives	Scholarship from home government	Scholarship from U.S. government	Scholarship from private agency	Scholarship from U.S. university	Assistantships from U.S. university
Undergrad	$	1,364	$991	$1,547	$672	$919	$525
seeking	%	67.4	51.2	68.3	22.8	38.0	25.0
Bach. deg.	N	137(28.6)	17(14.0)	3(11.1)	11(16.9)	35(26.7)	4(2.1)
Undergrad	$	1,185	750	205	200	601	150
seeking	%	58.0	90.0	19.5	26.0	35.8	12.0
prof'l deg.	N	36(10.1)	2(1.7)	2(7.4)	1(1.5)	9(6.9)	2(1.0)
Graduate	$	931	1,268	0	0	1,412	865
seeking adv.	%	52.0	71.4	0	0	32.0	75.0
prof. deg.	N	9(2.5)	5(4.1)	0	0	2(1.5)	2(1.0)
Graduate	$	1,077	1,509	1,190	1,813	834	1,298
seeking	%	51.8	70.3	78.4	78.1	48.2	72.3
Master's deg.	N	103(29.0)	40(33.1)	14(51.9)	25(38.5)	36(27.5)	42(21.9)
Graduate	$	947	1,755	1,108	1,730	1,195	1,424
seeking	%	37.4	58.3	81.3	62.4	64.7	76.9
Ph.D.	N	65(18.3)	53(43.8)	8(29.6)	26(40.0)	49(37.4)	139(72.4)
All	$	1,165	$1,531	$1,132	$1,523	$985	$1,363
students	%	55.8	69.2	73.2	62.4	49.7	74.9
	N	355	121	27	65	131	192

Figures in parentheses are percentages based on the figures for all students. They do not necessarily add up to 100 per cent because of missing cases and incomplete subcategories for student status.

Table 13. Continued.

Student Classification		Source of Support Other on-campus Jobs	Off-campus Jobs	Loans from within U.S.	Loans from home country	Savings from home country	Savings from summer earning
Undergrad	$	332	$682	$688	$700	$650	$642
seeking	%	24.3	45.2	32.6	70.0	37.2	32.2
Bach. deg.	N	44(32.4)	43(41.0)	26(44.8)	3(8.1)	16(13.8)	88(51.8)
Undergrad	$	108	954	533	1,250	7,213	782
seeking	%	12.5	32.8	41.0	47.5	26.1	40.8
prof'l deg.	N	3(2.2)	12(11.4)	3(5.2)	2(6.1)	7(6.0)	14(8.2)
Graduate	$	1,483	1,440	1,300	0	1,200	267
seeking adv.	%	31.3	85.0	50.0	0	26.7	15.0
prof. deg.	N	3(2.2)	2(1.9)	2(3.4)	0	3(2.6)	3(1.8)
Graduate	$	652	1,181	727	1,186	975	642
seeking	%	40.4	49.8	38.3	61.0	39.6	31.7
Master's deg.	N	33(24.3)	28(26.7)	11(19.0)	17(51.5)	49(42.2)	41(24.1)
Graduate	$	1,052	1,255	1,606	944	1,276	651
seeking	%	53.7	51.3	31.0	31.9	36.4	26.5
Ph.D.	N	51(37.5)	19(18.1)	16(27.6)	9(27.3)	38(32.8)	4(2.4)
All	$	700	$958	$967	$1,032	$1,029	$643
students	%	39.4	47.1	34.5	50.4	36.8	31.7
	N	136	105	58	33	116	170

Source of Support by Geographical Area of Origin

The level of dependence on the various sources of support was found to vary among students from different geographical areas. (Table 14.) This is difficult to describe briefly because all geographic regions are not represented equally in terms of total numbers. Therefore one should not expect to find equal numbers depending on the various sources of support. For example, the largest number (and percentage) of students depending on parents and relatives (N=174,%=49.0), scholarships from U.S. universities, assistantships, off-campus jobs, loans from within the U.S., and savings from summer earnings were, in each case, from Asian countries. But this is to be expected inasmuch as the largest number and proportion (N=411,%=48.0) of the total sample also came from Asia. Comparison of numbers within geographic areas therefore seems more useful. In terms of such numbers, African students depended more on parents and relatives, savings from summer earnings, and on scholarships from U.S. universities than on other sources of support. Asian students relied primarily on parents and relatives, assistantships, savings from summer earnings, "other" on-campus jobs, and scholarships from U.S. universities. Students from the Middle East relied on parents and relatives and savings from summer earnings to a greater extent than on other sources of support. However, students from Europe depended more on scholarships and savings from home countries, assistantships, and parents or relatives. Scholarships from their home governments, savings from home countries, and funds from parents or relatives were the primary sources of support for students from South America.

Financial Assistance Sought and Granted; Loans, Scholarships, and Grants

The average amount of financial assistance granted to foreign students was reported to be considerably less than the average amount sought, regardless of the type and source of aid sought. Of the 66 foreign students (eight per cent of the respondents) who applied for loans through university financial aid offices, nearly all (64) reported that they received such loans. The average loan sought was $919; the average amount granted was $691. Loans from outside organizations, sought by 36 foreign students, averaged $892. Only 14 were approved, however, for an average amount of $898. Fifteen students reported that they applied for loans through foreign student advisors offices asking, on the average, for $500. Ten received loans with an average value of $276.

Similar experiences were reported in applications for scholarships. Scholarships with average values of $1,411 were sought by 94 foreign students through university financial aid offices during Fall 1973.

Some 68 were awarded an average amount of $1,118. Another 30 students who applied for scholarships through their foreign student advisors' offices sought support averaging $775. The three who were successful received an average amount of $452. Only three students reported that they applied for scholarships directly to a bank or finance company. Their requests averaged $1,530, but none received a scholarship.

Combining all sources, 51 foreign students applied for grants averaging $1,554; 38 received grants averaging $1,404.

The university financial aid offices approved a larger proportion of their loan applications than did the foreign student advisors offices (97 per cent and 67 per cent respectively). However, a slightly larger percentage of the scholarship applications was awarded by the foreign student advisors' offices than by the university financial aid offices (77 per cent compared to 72 per cent).

Actions to be Taken by Foreign Students to Cope with Increased Educational Costs

Foreign students were asked to rank the most likely three actions that they would have to take to cope with increased educational costs. A list of 15 possible actions was provided.

The two most likely actions specified (by 16 per cent and 32 per cent, respectively) were "to work more hours on their present jobs", and to "begin working if not now working." Sixty per cent of those who chose the first action ranked it number one; 58 per cent ranked the second action as number one. The average ranks assigned to these two choices were 1.55 and 1.56, respectively.

"To have spouse work if legally possible" was the third most likely action rated by a total of 108 students (12 per cent). Of these, 44 per cent ranked this action as the most likely. Other important actions checked (with average rank of 1.9 or higher) included "to seek grants or scholarships," "to reduce standard of living," and "to take a second job if possible." Of the 111 persons who said they would have to return home, 37 ranked the option as number one.

Table 14. Average Dollar Amount and Percentage of Total Support by Source of Support and Geographical Area, Fall Term 1973, NAFSA Study of Foreign Student Employment and Financial Resources.

Geographical Area		Sources of Support					
		Parents or Relatives	Scholarship from home country	Scholarship from U.S. government	Scholarship from private agency	Scholarship from U.S. university	Assistan'ship from U.S. university
Africa							
Avg. Amount	$	1,014	$1,252	$1,169	$788	$792	$1,287
Avg. % of support	%	47.2	76.7	92.0	43.3	45.4	48.7
N=51(5.9%)	N	20(5.6)	9(7.4)	5(15.5)	2(3.1)	12(7.6)	3(1.6)
Asia							
Avg. Amount	$	1,270	791	973	1,867	915	1,389
Avg. % of support	%	59.0	63.9	63.2	78.4	47.9	83.8
N=411(47.8%)	N	174(49.0)	22(18.2)	5(15.5)	25(38.5)	73(55.7)	100(52.1)
Middle East							
Avg. Amount	$	1,177	1,092	0	1,173	680	1,155
Avg. % of support	%	64.6	67.3	0	36.0	56.3	63.0
N=133(12.0%)	N	54(15.2)	8(6.6)	0	6(9.2)	6(4.6)	15(7.8)
Oceania							
Avg. Amount	$	733	3,075	0	0	750	1,362
Avg. % of support	%	55.0	66.0	0	0	60.0	95.3
N=12(1.4%)	N	3(0.9)	2(1.7)	0	0	1(0.8)	4(2.1)
Europe							
Avg. Amount	$	798	2,035	1,592	2,190	1,125	1,383
Avg. % of support	%	39.4	72.8	97.5	58.3	64.0	69.9
N=121(14.1%)	N	43(12.1)	25(20.7)	5(15.5)	11(17.0)	19(15.0)	38(19.8)
South America							
Avg. Amount	$	993	1,685	1,187	986	910	1,104
Avg. % of support	%	54.4	79.5	55.4	53.9	29.0	63.0
N=66(7.7%)	N	25(7.3)	27(22.3)	6(22.2)	10(15.4)	6(4.6)	7(3.7)

Table 14. Continued.

Geographical Area		Sources of Support					
		Parents or Relatives	Scholarship from home country	Scholarship from U.S. government	Scholarship from private agency	Scholarship from U.S. university	Assistantship from U.S. university
Latin America							
Avg. Amount	$	1,228	1,587	935	933	860	1,400
Avg. % of support	%	63.1	76.4	64.3	62.0	56.8	51.5
N=29(3.4%)	N	10(2.8)	8(6.6)	3(11.1)	3(4.6)	3(2.3)	4(2.1)
North America							
Avg. Amount	$	1,456	1,654	0	979	1,334	1,512
Avg. % of support	%	53.1	50.3	0	31.7	43.9	53.5
N=65(7.6%)	N	22(6.2)	19(15.7)	0	5(7.7)	11(8.4)	18(9.4)
All Students							
Avg. Amount	$	1,165	$1,531	$1,132	$1,523	$985	$1,363
Avg. % of support	%	55.8	69.2	73.2	62.4	49.7	74.9
N=859(100%)	N	355(100.0)	121(100.0)	27(100.0)	65(100.0)	131(100.0)	192(100.0)
		351	120	24	62		189

Table 14. Continued.

		Sources of Support					
Geographical Area		Other on-campus Jobs	Off-campus Jobs	Loans from within U.S.	Loans from home country	Savings from home country	Savings from summer earnings
Africa							
Avg. Amount	$	506	$1,500	$2,381	0	$944	$454
Avg. % of support	%	24.9	64.4	57.5	0	34.0	20.2
N=51(5.9%)	N	6(4.4)	6(5.7)	5(8.6)	0	4(3.5)	12(7.1)
Asia							
Avg. Amount	$	705	892	902	1,220	1,117	681
Avg. % of support	%	43.1	44.7	34.0	59.3	44.3	34.8
N=411(47.[illegible]%)	N	77(56.6)	53(50.5)	34(58.6)	12(36.4)	33(28.5)	96(56.5)
Middle East							
Avg. Amount	$	581	1,129	600	1,625	1,144	655
Avg. % of support	%	46.0	56.2	35.0	56.7	40.4	29.4
N=133(12.0%)	N	8(5.9)	16(15.2)	4(6.9)	4(12.1)	16(13.8)	23(13.5)
Oceania							
Avg. Amount	$	1,550	322	0	0	1,550	0
Avg. % of support	%	59.0	17.0	0	0	7.0	0
N=12(1.4%)	N	2(1.5)	2(1.9)	0	0	2(1.7)	0
Europe							
Avg. Amount	$	911	919	899	600	930	504
Avg. % of support	%	47.4	48.5	27.5	28.[illegible]	32.3	33.7
N=121(14.1%)	N	15(11.0)	12(11.4)	5(8.6)	6(18.2)	24(20.7)	9(5.3)
South America							
Avg. Amount	$	493	525	383	542	881	804
Avg. % of support	%	21.7	37.3	16.5	34.0	41.6	43.3
N=66(7.7%)	N	7(5.2)	4(3.8)	3(9.2)	3(9.1)	13(11.2)	7(4.1)

Table 14. Continued.

		Sources of Support					
Geographical Area		Other on-campus Jobs	Off-campus Jobs	Loans from within U.S.	Loans from home country	Savings from home country	Savings from summer earnings
Latin America							
Avg. Amount	$	740	1,440	1,150	2,000	907	438
Avg. % of support	%	19.5	39.0	33.0	75.0	13.2	17.7
N=29(3.4%)	N	2(1.5)	5(4.8)	2(3.5)	1(3.0)	6(5.2)	4(2.4)
North America							
Avg. Amount	$	569	833	588	814	934	651
Avg. % of support	%	23.0	35.0	37.3	50.6	26.8	22.3
N=65(7.6%)	N	16(11.8)	6(5.7)	4(6.9)	7(21.2)	16(13.8)	15(8.8)
All Students							
Avg. Amount	$	700	$958	$962	$1,032	$1,029	$648
Avg. % of support	%	39.4	47.1	34.5	50.4	36.8	31.7
N=859(100%)	N	136(100.0)	105(100.0)	58(100.0)	33(100.0)	116(100.0)	170(100.0)
		133	104	57		114	166

PROBLEMS OF DATA COLLECTION, LIMITATIONS OF THE STUDY, AND RECOMMENDATIONS

Information about 868 foreign students throughout the country represents a considerable pool of data available for the first time. Nevertheless, data were received from only 49 per cent of the study sample and a number of cautions seem warranted in interpreting the data presented in the previous pages.

Analyses showed that the respondents are not representatives of the samples in each institution separately, but they are representative of the total study population (all seven institutions combined) in terms of student academic classification and major field of study--the two criteria upon which the samples were stratified. There is no reason to suspect that any particular systematic differences exist between the respondents and non-respondents.

Analyses of data on costs of attending a university should be interpreted carefully, taking into account the fact that although the averages have been computed only for single students living in residence halls, they still represent a mixture of characteristics of students paying those average amounts. For example, costs can be influenced by level of study (undergraduate or graduate professional), living style and major fields of study (more demands in some areas than others for expensive books, equipment, etc.).

Interpretations of sources and amounts of support provided to foreign students must likewise be made cautiously. Institutions vary greatly in policies and practices regarding tuition waivers, eligibility for resident tuition, administrative or legislative attitudes toward support for foreign students, on-campus and off-campus work opportunities, etc. All of these influence both the types and the amounts of support available.

Since the institutions included in the study primarily represent universities located in urban areas of the U.S., the reader should be cautious about generalizing the findings of the study to all foreign students in any particular institution or in the U.S. as a whole. However, since both public and private institutions were included, and the problems of opportunity and competition may be greatest in urban areas, the findings of the study relating to employment seem especially relevant and valid.

Since neither four-year liberal arts colleges nor community colleges are included in the study sample, caution is advised in comparing data from this study with data for such institutions.

A study should be undertaken to collect comparable information from foreign students attending small liberal arts colleges, colleges in rural settings, community and junior colleges in urban settings, and possibly vocational-technical schools, to determine whether their needs and opportunities are essentially the same or are radically different from the students attending large universities depicted in this report. Needed too, are more specific descriptions of the types of work taken by foreign students, on-campus (other than assistantships) and off-campus.

To enhance data reliability, the students might be warned three or four months in advance that certain data will be requested so that they might keep records and not have to estimate data. A national sample would also provide comparative data against which the extrapolations and conclusions based on the data in this survey could be further validated or differentiated.

Institutions of higher education in this study varied in their ability to provide accurate data on foreign students. No institution provided responses to all questions and in a significant number of instances barely half of the institutions were able to provide the information requested. These findings suggest that agreement should be sought on the data items that are most important in serving foreign students and institutions should be helped to plan and implement adequate data recording and collection procedures. Data systems in educational institutions (at least those with great similarity) should be modified and articulated with one another in order that accurate information about foreign students can be aggregated quickly and efficiently.

Part I

Appendix A: Institutional Survey

NAFSA FOREIGN STUDENT EMPLOYMENT AND VISA STUDY

Rapidly rising educational costs and concurrent reductions in financial aid create serious financial problems for foreign students in U.S. universities. The National Association for Foreign Student Affairs (NAFSA) hopes that constructive ways can be found to avert a crisis. One way is to make it possible for more foreign students to help themselves through gainful employment. However, in order to make a case for this or other possible solutions to the problem, it is essential to obtain extensive, up-to-date data on a national basis to determine the true dimensions of resources and needs. NAFSA, therefore, under a grant from the Rockefeller Foundation, is conducting this sample survey of institutions with large numbers of foreign students to collect more specific information about the financial and employment needs and resources of foreign students. Since these data are vital to consideration of changes in Immigration and Naturalization Service regulations and U.S. laws which might provide assistance to foreign students, we urgently request your cooperation. We fully realize how difficult it is to get some of these data requested, but we ask you to try to answer all questions as of Fall term 1973. Where actual data are not available, please give your best estimates and indicate such figures with an asterisk (*). A second copy of this questionnaire is enclosed for your convenience and to retain as your copy of the data.

Please return the completed questionnaire in the enclosed, stamped envelope by March 31, 1974. If you have questions, please call collect to Dr. John E. Stecklein at (612) 644-8304 (home) or (612) 376-3207 (office), or to Dr. Han Liu at (612) 376-7540 (office).

Thanks for your cooperation!

John E. Stecklein

John E. Stecklein, Project Director
Professor of Educational Psychology
University of Minnesota

I. Background Information.

1. Distribution of foreign students by Visa Status and Student Classification, Fall term 1973.

Visa Status / Student Classification	Under-Graduate	Advanced Professional and Graduate	Other[a]	Total No.
F-Visa				
J-Visa				
Other Non-Immigrant				
Immigrant (Resident Alien or Applicant)				
Total				

[a] Exclude students presently enrolled in Intensive English Institutes or Orientation Centers on your campus.

2. Distribution by Visa Status, Sex, and Marital Status.

Sex and Marital Status / Visa Status	Single		Married/w. Depend. Spouse Accomp.		Married/w. Depend. Spouse & Children Accompanying		Married/w. Depend. Spouse &/or Child. in Home Country		Total No.	
	M	F	M	F	M	F	M	F	M	F
F-Visa										
J-Visa										
Other Non-Immigrant										
Immigrant (Resident Alien or App.)										
Total										

3. Distribution by Length of Time at the Institution and by Student Classification.

Student Classification / Length of Time at Inst'n		Under-Grad.	Advanced Prof'l. & Grad.	Other[a]	Total No.
Students in First Year at Your Institution	Direct From Overseas or Engl. Orient. Centers				
	Transfers From U.S. Institutions				
Students in Second or Later Years at Your Institution					
Total					

[a] Ibid.

4. How many of your foreign students had spouses who were also students during Fall term 1973? ______________________

II. Information About Employment.

1. Number of Work Permits Granted Fall term 1973, by Employment Location and Visa Status.

Visa Status / Empl. Location		F-Visa	J-Visa	Total No.
On-Campus Employment	Applied			
	Granted			
Off-Campus Employment	Applied			
	Granted			
Total	Applied			
	Granted			

2. Distribution of Actual Employment by Employment Location, Visa Status and Student Classification.

Student Classification / Employment Location		Under-Graduate	Advanced Professional and Graduate	Other[a]	Total No.
On-Campus Employment	F-Visa				
	J-Visa				
Off-Campus Employment	F-Visa				
	J-Visa				
Total	F-Visa				
	J-Visa				

[a] Ibid.

3. Distribution by Job Type On-Campus and Weekly Work Load. (Consider 40 hours per week as a full-time load.)

Weekly Work Load / Job Type	Quarter-time or Less	Between a Quarter and Half-time or Exactly Half-time	More Than Half-time	Total No.
Academic or Professional, e.g. Assistantship				
Office Job				
Food Services				
Hospital and Laboratory				
Custodial and Labor				
Other				
Total				

4. Distribution by Job Type Off-Campus and Weekly Work Load. (Consider 40 hours per week as a full-time load.)

Weekly Work Load / Job Type	Quarter-time or Less	Between a Quarter and Half-time or Exactly Half-time	More Than Half-time	Total No.
Discipline Related				
Non-Discipline Related				
Total				

5. Distribution by Employment Location and Length of Time Worked.

Emp. Location \ Length of Time Worked	Number Who Worked:		Total No.
	Less Than a Term	The Entire Term	
On-Campus Employment			
Off-Campus Employment			
Total			

6. Did any of your foreign students for whom this is the first year in the U.S. work at any time during Fall term 1973? (Include research assistantships, teaching assistantships, etc.)

Yes ______ No ______ Don't Know ______

If yes, please indicate the number for each cell listed below:

Empl. Location \ Length of Time Worked	Number of Foreign Students Enrolled For First Year in U.S. Who Worked		Total No.
	Less Than a Term	The Entire Term	
On-Campus Employment			
Off-Campus Employment			
Total			

7. Did any of your foreign students' J-2 spouses work at any time during Fall term 1973?

Yes ______ No ______ Don't Know ______

If yes, please indicate the number of foreign students' J-2 spouses for each cell listed below:

Empl. Location \ Length of Time Worked	Number of Foreign Student's Spouses Who Worked:		Total No.
	Less Than a Term	The Entire Term	
On-Campus Employment			
Off-Campus Employment			
Total			

114

8. Please indicate the number of jobs and job applicants (part and full-time) listed as available by your Student Employment Office Fall term 1973. (If it is not possible to provide detailed data requested, please give totals.)

Employment Data / Job Location	Number of Jobs Available	Number of Job Applicants		Number of Jobs Filled by:	
		U.S. Stud.	Foreign Student	U.S. Stud.	Foreign Student
On-Campus Employment					
Off-Campus Employment					
Total					

9. Did any of your foreign students begin an approved practical training program Fall term 1973?

Yes ______ No ______

If yes, how many? ________________

10. In your opinion, what are the factors that lead to the inability of foreign students to find jobs? Indicate your answer by ranking the most important 3 factors. (Indicate 1 as the most important, 2 the next most important, and 3 the third most important. Rank less than 3 if you feel that only one or two are relevant.)

	Rank
Giving up too easily	____
Unfamiliarity with requirement of job	____
Inadequate English proficiency	____
Unfamiliarity with job seeking procedures	____
Employer's preference for U.S. nationals	____
Other (specify) __________	____
__________________________	____

11. Did any of your foreign students complain to you about not being able to find a job during Fall term 1973?

Yes ______ No ______ If yes, how many? ________

III. Information About Financial Resources and Needs.

Please indicate the number of foreign students relying on each type of support listed in item 1 below, as of Fall term 1973:

1. Numbers of Foreign Students Fall term 1973, by Sources of Support and Student Classification

Student Classification Source of Support	Under-Graduate	Advanced Professional and Graduate	Other[a]	Total No.
Family Resources, Savings				
All Employment (Include TA's and RA's)				
Aid From your Institution (Loans, Scholarships, etc.)[b]				
U.S. Government				
Foreign Government				
Other (specify)				
Total				

[a] Ibid.

[b] If fellowships require work, include in Employment Category.

2. How much (in dollars or dollar equivalents) is your institution providing in financial aid to your foreign students for the academic year 1973-74? Please indicate dollar amounts for each category listed below, if possible.

Type of Foreign Student Type of Financial Aid	For First Year Foreign Students	For All Other Foreign Students	Total
Tuition Waivers	$	$	$
Scholarships, Grants, Fellowships[c]			
Teaching and Research Assistantships			
Other Employment On-Campus			
Loans			
Other (specify)			
Total			

[c] If Fellowships require service, include in Research Assistantship category.

3. Please indicate in the right-hand column the total dollar amount for all foreign students for the 1973-74 academic year from each of the following sources of support.

Family Resources and Savings $ ____________

U.S. Government Support ____________

Foreign Government Support ____________

Other (specify) __________ ____________

IV. Information about Educational Costs

1. For this item, please assume that total educational costs for Fall 1975 will be 20 percent higher than they were in Fall 1973. Please indicate: (a) in the column on the left how you think foreign students will meet such higher costs and (b) in the column on the right, what actions you think your institution will take as a result of such increased costs.

(a) How do you think foreign students will meet the higher costs? (Please rank the most likely 3 methods listed below by indicating 1 as the most likely, 2 as next most likely and 3 as third most likely.)

	Rank
Obtain a job	____
Work more hours	____
Take extra job	____
Additional contribution from family	____
Reduce expenditures	____
Borrow from university	____
Borrow from other sources	____
Seek grants or scholarships	____
Spouse will work	____
Return home	____
Seek immigrant status	____
Transfer to college with lower costs	____
Interrupt education temporarily to work	____
Other (specify) ________	____
____________________	____
____________________	____

(b) What actions do you think your institution will take as a result of 20 percent increased costs for foreign students? (Please rank the most likely 3 actions listed below by indicating 1 as the most likely, 2 as next most likely, and 3 as third most likely.)

	Rank
Obtain funds for additional loans	____
Obtain funds for additional scholarships	____
Obtain funds for additional assistantships	____
Stop or reduce foreign student admissions	____
Reduce number of foreign students in Ph.D. program	____
Find more on-campus employment for foreign students	____
Require full support in advance	____
Shorten time in programs	____
Other (specify) ________	____
____________________	____
____________________	____
____________________	____
____________________	____

2. Please indicate the average costs for a foreign student while attending your institution during Fall term 1973. Also estimate the cost for Fall 1975 on the basis of your best knowledge.

Items of Expense \ Type of Housing	Average Costs for Those Who Live in Residence Halls		Average Costs for Those Who live in Apartments or Rooming Houses	
	Fall '73	Fall '75	Fall '73	Fall '75
Food	$	$	$	$
Housing				
Transportation Between Class and Place Lived				
Tuition				
Fees & Special Charges				
Books and Supplies				
Other (specify)				
Total				

V. Comments

Please use the space below to make any comments or suggestions that you might have concerning this study, your replies to the questionnaire, the nature of the problem of foreign student employment and visa status, proposed actions, other studies that should be made, etc. (Attach an additional sheet of paper if more space is needed.)

Return to: NAFSA Foreign Student Employment and Visa Study
2129 Folwell Street
St. Paul, Minnesota 55108

Part II

Appendix B. Individual Survey

Table A. Number of Foreign Students by Sex and by Visa Status, Fall 1973, NAFSA Study of Foreign Student Employment and Financial Resources.

	Sex					
	Male		Female		Total	
Visa Status	N	%	N	%	N	%
F-1	511	75.8	142	76.8	653	76.0
F-2	2	0.3	5	2.6	7	0.8
J-1	127	18.9	13	7.0	140	16.3
J-2	0	0.0	9	4.9	9	1.1
Other non-immigrant	5	0.7	2	1.1	7	0.8
Resident alien or applied for permanent residency	29	4.3	14	7.6	43	5.0
Total	674	100.0	185	100.0	859	100.0

Table B. Number of Foreign Students by Marital Status and Length of Time at the Institution, Fall 1973, NAFSA Study of Foreign Student Employment and Financial Resources.

	Marital Status									
	Single		Married with spouse accompanying		Married with spouse not accompanying		Other		Total	
Length of time at institution	N	Per cent	N	Per cent	N	Per cent	N	Per cent	N	Per cent
One year or less	213	36.9	67	26.8	23	67.6	2	33.3	305	35.2
Between one and two years	122	21.1	48	19.2	7	20.6	2	33.3	179	20.6
Two years	57	9.9	26	10.4	0	0.0	0	0	83	9.6
Between two and four years	103	17.9	60	24.0	3	8.8	1	16.7	167	19.3
Four years	32	5.5	10	4.0	1	3.0	0	0	43	5.0
More than four years	50	8.7	39	15.6	0	0.0	1	16.7	90	10.3
Total	577	100.0	250	100.0	34	100.0	6	100.0	867	100.0

Table C. Number of Foreign Students by Visa Status and Student Classification, Fall 1973, NAFSA Study of Foreign Student Employment and Financial Resources.

	Visa Type													
	F-1		F-2		J-1		J-2		Other non-immigrant		Resident alien, or appl, for P.R.		Total	
Classification	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Undergrad seeking BA	187	28.5	3	42.9	6	4.3	1	11.1	3	42.8	17	38.6	217	25.2
Undergrad seeking Prof D	37	5.6	1	14.2	1	0.7	1	11.1	1	14.3	6	13.6	47	5.4
Grad seeking prof degree	13	2.0	0	0.0	3	2.1	2	22.2	0	0.0	1	2.3	19	2.2
Grad seeking MA	183	27.9	3	42.9	46	32.9	3	33.4	2	28.6	7	15.9	244	28.3
Grad seeking Ph.D.	225	34.4	0	0.0	82	58.6	2	22.2	0	0.0	12	27.3	321	37.2
Special student	1	0.2	0	0.0	2	1.4	0	0.0	1	14.3	0	0.0	4	0.5
Not seeking degree	4	0.6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	4	0.5
Other	5	0.8	0	0.0	0	0.0	0	0.0	0	0.0	1	2.3	6	0.7
Total	655	100.0	7	100.0	140	100.0	9	100.0	7	100.0	44	100.0	862	100.0

Table D. Number of Foreign Students by Country of Origin and Student Classification, Fall 1973, NAFSA Study of Foreign Student Employment and Financial Resources.

Country of Origin	Student Classification												Total	
	Undergrad seeking BA		Undergrad seeking prof deg		Grad seeking prof'l deg		Grad seeking MA		Grad seeking Ph.D.		Special students and others			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Africa	16	7.4	6	12.8	2	10.5	15	6.1	12	3.8	0	0.0	51	5.9
Asia	103	47.9	22	46.8	6	31.6	122	49.8	152	47.8	6	40.0	411	47.8
Middle East	30	14.0	8	17.0	4	21.1	27	11.0	31	9.7	3	20.0	103	12.0
Oceania	0	0.0	0	0.0	0	0.0	3	1.2	7	2.2	2	13.3	12	1.4
Europe	17	7.9	2	4.3	2	10.5	41	16.7	56	17.6	3	20.0	121	14.1
South America	20	9.3	2	4.3	2	10.5	16	6.5	26	8.2	0	0.0	66	7.7
Latin American and the Carribeans	8	3.7	5	10.6	1	5.3	9	3.7	6	1.9	0	0.0	29	3.4
N. America	21	9.8	2	4.3	2	10.5	12	4.9	27	8.5	1	6.7	65	7.6
Others	0	0.0	0	0.0	0	0.0	0	0.0	1	0.3	0	0.0	1	0.1
Total	215	100.0	47	100.0	19	100.0	245	100.0	318	100.0	15	100.0	859	100.0

Table E. Number of Foreign Students by Student Status and Time Spent at the Institution, Fall 1973, NAFSA Study of Foreign Student Employment and Financial Resources.

Time enrolled at institution	Student Classification												Total	
	Undergrad seeking BA		Undergrad seeking Ph.D.		Grad prof'l degree		Grad seeking MA		Grad seeking Ph.D.		Special students & others			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1 yr or less	75	34.6	22	45.8	10	52.6	129	52.2	61	18.9	8	57.1	305	35.2
Between 1 & 2 yrs	53	24.4	12	25.0	1	5.3	51	20.7	59	18.3	3	21.4	179	20.6
2 academic years	24	11.1	10	20.8	0	0	26	10.5	23	7.2	0	0.0	83	9.6
Between 2 & 4 yrs	50	23.0	2	4.2	2	10.5	20	8.1	91	28.3	2	14.4	167	19.3
4 years	10	4.6	0	0.0	4	21.1	7	2.8	22	6.8	0	0.0	43	4.9
More than 4 years	5	2.3	2	4.2	2	10.5	14	5.7	66	20.5	1	7.1	90	10.4
Total	217	100.0	48	100.0	19	100.0	247	100.0	322	100.0	14	100.0	867	100.0

Table F. Number of Foreign Students by Continent of Origin and Visa Status, Fall 1973, NAFSA Study of Foreign Student Employment and Financial Resources.

Country of Origin	F-1		F-2		J-1		J-2		Other non-immigrant		Resident alien or applic. for P.R.		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Africa	33	5.1	0	0.0	15	11.0	2	22.2	0	0.0	1	2.3	51	6.0
Asia	359	55.2	5	71.4	27	19.9	1	11.1	2	28.6	15	34.1	409	47.9
Middle East	79	12.2	0	0.0	14	10.3	1	11.1	3	42.8	4	9.1	101	11.8
Oceania	6	0.9	0	0.0	5	3.7	1	11.1	0	0.0	0	0.0	12	1.4
Europe	66	10.2	2	28.6	45	33.1	0	0.0	1	14.3	6	13.6	120	14.1
South America	43	6.6	0	0.0	18	13.2	2	22.2	0	0.0	3	6.8	66	7.7
Latin America and the Carribean	13	2.0	0	0.0	6	4.4	2	22.2	0	0.0	8	18.2	29	3.4
North America	51	7.8	0	0.0	5	3.7	0	0.0	1	14.3	7	15.9	64	7.6
Others	0	0.0	0	0.0	1	0.7	0	0.0	0	0.0	0	0.0	1	0.1
Total	650	100.0	7	100.0	136	100.0	9	100.0	7	100.0	44	100.0	853	100.0

Part II

Appendix C: Individual Survey

NAFSA FOREIGN STUDENT EMPLOYMENT AND VISA STATUS STUDY

Rising educational costs and financial aid limitations are causing serious financial problems for foreign students in U.S. universities. In order to help find ways to avert a crisis, the National Association for Foreign Student Affairs (NAFSA), is conducting this survey to determine current foreign student employment, resources, and needs. Because your responses could be very valuable for consideration of changes in regulations and laws which might provide assistance for foreign students, we urgently ask your help in completing this questionnaire.

Your answers and comments will be kept strictly confidential. The information will be summarized and no attempt will be made to identify any individual foreign student. So we request that you do not write your name on this form. No one will see your questionnaire except the independent research staff contracted for the study. Please feel free to answer every question. Base your answers on Fall term 1973. If you cannot give a precise answer, please make the best estimate possible.

Please mail the completed questionnaire back in the enclosed stamped, self-addressed envelope by May 1, 1974. Thanks for your assistance!

John E. Stecklein, Project Director
NAFSA Foreign Student Employment Study

DIRECTIONS: FOR EVERY MULTIPLE-CHOICE QUESTION, PLEASE CIRCLE THE APPROPRIATE NUMBER TO INDICATE YOUR ANSWER.

I. BACKGROUND INFORMATION

1. How long have you been enrolled at this institution?
(6)

   (1) 1 academic year or less
   (2) Between 1 and 2 academic years
   (3) 2 academic years
   (4) Between 2 and 4 academic years
   (5) 4 academic years
   (6) More than 4 academic years

2. How long have you been in the U.S.?
(7)

   (1) 1 calendar year or less
   (2) Between 1 and 2 calendar years
   (3) 2 calendar years
   (4) Between 2 and 4 calendar years
   (5) 4 calendar years
   (6) More than 4 calendar years

3. What is your sex? (1) Male (2) Female
(8)

4. Please indicate your country of origin. ______________________________
(9-11)

5. What is your student classification and immediate degree goal?
(12)

   (1) Undergraduate seeking bachelor's degree
   (2) Undergraduate seeking professional degree
   (3) Graduate seeking advanced professional degree
   (4) Graduate seeking Master's degree
   (5) Graduate seeking Ph.D. degree
   (6) Special student
   (7) Not seeking a degree
   (8) Other (specify) ____________________

6. (13) Which one of the following best describes your visa status?

(1) F-1
(2) F-2
(3) J-1
(4) J-2
(5) Other non-immigrant
(6) Resident alien or applicant for P.R. status

7. (14) Which one of the following best describes your marital status?

(1) Single
(2) Married with wife (or husband) accompanying
(3) Married with wife (or husband) not accompanying
(4) Other

If your answer to item 7 was (1), (3), or (4), skip to item 8. If your answer to item 7 was (2); (a) please have your spouse fill out the attached questionnaire regarding her (or his) employment; (b) go on to items 7a, b, c, and d.

7a. (15) Is your wife (or husband) also a student?

(1) Yes
(2) No

7b. (16) If so, which one of the following best describes her (or his) visa status?

(1) F-1
(2) F-2
(3) J-1
(4) J-2
(5) Other non-immigrant
(6) Resident alien or applicant for P.R. status

7c. (17) Is your wife (or husband) a U.S. national?

(1) Yes
(2) No

7d. (18) How many dependent children do you have with you in the U.S.?

(1) 0
(2) 1
(3) 2
(4) 3 or more

8. (19) Which one of the following best describes your major field?

(1) Agriculture and Natural Resources, Forestry, and Home Economics
(2) Business and Management
(3) Education
(4) Engineering, Architecture and Environmental Design
(5) Fine and Applied Arts, Languages
(6) Health Professions
(7) Physical and Life Sciences, Mathematics
(8) Social Sciences
(9) Other (e.g., law, religion, etc.) (specify) ____________________

9. (20) What type of housing did you have Fall term 1973? (If more than one, please indicate the type you lived in the longest.)

(1) Residence Hall
(2) Private apartment
(3) University-owned apartment
(4) Rooming house where owner does not live
(5) Private home where owner lives
(6) Public housing, e.g., government subsidized housing
(7) Other (specify) ____________
____

10. (21-22) How many credit hours did you earn Fall term 1973?

____

11. (23) If you were not officially registered for credits, what did you do to maintain a full course of study?

____

II. EMPLOYMENT

12. (24) Which one of the following best describes your employment status for Fall term 1973? (Consider having a job at any time during Fall term 1973 as being employed but do not include work during Christmas vacation.)

(1) Was unemployed and not seeking work
(2) Was unemployed but seeking work
(3) Had on-campus job related to field of study
(4) Had off-campus job related to field of study
(5) Had on-campus job not related to field of study
(6) Had off-campus job not related to field of study
(7) Other (specify) ____________
____

If your answer to item 12 was (1) or (2), skip directly to item 20; others continue on to item 13.

13. (25) What was the nature of your employment?

(1) Professional
(2) Clerical
(3) Sales
(4) Managerial
(5) Service Occupation
(6) Skilled manual trade
(7) Other (specify) __________
____

14. (26) What was your average pay per hour?

(1) Less than $1.50
(2) $1.50-1.99
(3) $2.00-2.49
(4) $2.50-2.99
(5) $3.00-3.49
(6) $3.50-3.99
(7) $4.00-4.49
(8) $4.50 and over

15. (27) About how many weeks were you employed?

(1) 1-2
(2) 3-4
(3) 5-6
(4) 7-8
(5) 9-10
(6) 11 or more

16. (28) How many hours per week were you employed?

(1) Less than 10
(2) 10-15
(3) 16-20
(4) More than 20

17. (29) How did you find this job?

(1) Through a University Employment or Placement Office
(2) Through state or local employment services
(3) Through the Foreign Student Advisor's Office
(4) Through a Department Chairman
(5) Through an academic advisor
(6) Through a U.S. student
(7) Through a foreign student
(8) Through a member of the community
(9) Completely by yourself
(0) Other (specify) ______________
____
____

18. (30) About how much did you earn in total Fall term 1973?

(1) $100 or less
(2) $101-300
(3) $301-500
(4) $501-700
(5) $701-900
(6) $901-1,200
(7) More than $1,200

19. (31) What was the one most serious problem that resulted from your working?

(1) No significant problem resulted
(2) Grades got worse
(3) Had marital difficulty
(4) Had health problems
(5) Lacked time to take part in campus activities
(6) Other (specify) ____________

20. (32) Have you ever tried to find a job since coming to this institution?

(1) Yes (2) No

20a. (33) If yes, have you ever failed to locate a job? (1) Yes (2) No

If your answer to item 20a is (1), please answer item 21, otherwise skip to item 22.

21. (34-40) In your opinion, what were the factors that caused you to fail to get a job? Below is a list of possible factors. Rank the three most important factors by indicating 1 as the most important, 2 as the next most important, and 3 the third most important.

Rank
____ Giving up too easily
____ Lack of skills required in job
____ Inadequate English proficiency
____ Unfamiliarity with job seeking procedures
____ Employers prefer U.S. nationals
____ Tightness of job market
____ Other (specify) __________________________

22. (41) Are you planning to apply for practical training after you are finished with your study in the U.S.? (1) Yes (2) No

(42) If yes, what is your major reason for seeking practical training? (Indicate the most important one.)

(1) Pay off debts
(2) Obtain travel money to go home
(3) Gain experience not available at home
(4) Help further my academic objectives
(5) Relieve my financial anxiety
(6) Learn new skills
(7) Meet friendly people
(8) Give me opportunity to demonstrate my ability
(9) Other (specify) ____________

23. (43) Did you provide personal services in exchange for a room or meals at any time during Fall term 1973? (1) Yes (2) No

(44-45) If yes, indicate (a) number of hours you worked per week: __________ hours
(46-48) (b) dollar value of your work per week: $ ______________

III. COSTS WHILE ATTENDING THE UNIVERSITY

24. Listed below are expenses directly associated with attending the University. Please indicate the amount you spent on each item during Fall term 1973. (Please estimate if you do not know exactly.)

		Amount Spent	
a.	Tuition and fees for instruction	$ ______	(49-52)
b.	Incidental fees and charges	$ ______	(53-55)
c.	Books and supplies	$ ______	(56-58)
d.	Travel back and forth to class	$ ______	(59-61)
e.	Other (specify) ________________	$ ______	(62-64)

25. Please indicate in the appropriate box below your costs for housing and food Fall term 1973. Give your answers in the box that best describes the type of housing you had for most or all of the term.

Use this box if you lived in university Residence Hall Fall term 1973

a. What was the total charge for room and meals?	$ ______	(65-68)
b. What was your cost for room rental (if specified separately)?	$ ______	(69-72)
c. What was your food cost for meals at the Residence Hall (if specified separately)?	$ ______	(73-76)
d. Cost of other meals, snacks, etc. not provided by halls?	$ ______	(77-79)

Use this box if you lived in an apartment, or a rooming house, or a private home Fall term 1973

a. What was your cost for rent (if you shared the unit with others, what was your share of the rent or house payment)?		
Apartment	$ ______	(6-9) (2)
Room	$ ______	(10-12)
House	$ ______	(13-16)
b. How much did you spend for food for meals prepared where you lived?	$ ______	(17-20)
How much for restaurant meals, snacks, coffee breaks, etc.?	$ ______	(21-24)
c. Cost for utilities?	$ ______	(25-28)

26. Please list the average cost Fall term for the following miscellaneous expenses:

a. Recreation and entertainment (movies, bowling, records, etc.), including travel cost for this purpose . . . . $ ______ (29-31)
b. Clothing . . . . $ ______ (32-34)
c. Laundry and cleaning . . . . $ ______ (35-37)
d. Insurance (health, auto, life, etc.) . . . . $ ______ (38-40)
e. Personal grooming (haircuts, drugstore supplies, etc.) . . $ ______ (41-43)
f. Health (medical and dental) . . . . $ ______ (44-46)
g. Installment payments on automobile, furniture or appliances (specify) ______________ . . . . $ ______ (47-50)
h. Payment on debts . . . . $ ______ (51-54)
i. Other expenses (specify) ______________ . . . . $ ______ (55-58)

IV. YOUR FINANCIAL SITUATION

27. What was the approximate dollar amount and percentage of your income from the following sources for Fall term 1973? (Please estimate if you do not know exactly.)

	Source of Support	Dollar Amount	Percentage of Total Support	
a.	Parents or relatives	$ ______	______ %	(59-65)
b.	Scholarship, fellowship, grant-in-aid from home government	$ ______	______ %	(66-72)
c.	Scholarship from U.S. government	$ ______	______ %	(73-79)
d.	Scholarship from private agency or foundation .	$ ______	______ %	(6-12) (3)
e.	Scholarship from U.S. university	$ ______	______ %	(13-19)
f.	Assistantship or fellowship from U.S. university			
g.	Other types of on-campus jobs	$ ______	______ %	(20-26)
h.	Off-campus jobs.	$ ______	______ %	(27-33)
i.	Loans from within U.S.	$ ______	______ %	(34-40)
j.	Loans from home country.	$ ______	______ %	(41-47)
k.	Savings from home country	$ ______	______ %	(48-54)
l.	Savings from summer earnings	$ ______	______ %	(55-61)
m.	Other (specify) ______________	$ ______	______ %	(62-68)

28. (69-80) If educational and living costs increase 10% each year for the next 3 years what actions would you have to take as a result of such increased costs? (Please rank the most likely three actions listed below by indicating 1 as the most likely, 2 as the next most likely, and 3 as the third most likely.)

____ Begin working if not now working
____ Work more hours on present job
____ Take second job if possible
____ Receive additional support from family
____ Reduce standard of living
____ Borrow from University
____ Borrow from other sources
____ Seek grants or scholarships
____ Have wife (or husband) work if legally possible
____ Reduce course load
____ Return home
____ Seek immigrant status
(6-8)(4) ____ Transfer to college with lower costs
____ Consider interrupting education temporarily to work
____ Other (specify) ____________

(9-12) 29. Did you apply for one or more of the aids listed below for use during Fall term 1973? (Do not include teaching assistants or research assistants.)

a. Loans from the University	(1) Yes	(2) No
b. Loans from outside organizations	(1) Yes	(2) No
c. Scholarship or fellowship from the university	(1) Yes	(2) No
d. Grants or aids from outside organizations	(1) Yes	(2) No

If you made application, please indicate the amount applied for and received as indicated below:

	Total Amount Sought	Total Amount Granted	
a. Loans			
Through the University Financial Aids Office	$ ______	$ ______	(13-20)
Through Foreign Student Advisor's Office	$ ______	$ ______	(21-28)
Directly from a bank or finance company	$ ______	$ ______	(29-36)
Other (specify) ________________________	$ ______	$ ______	(37-44)
b. Scholarships			
Through the University Financial Aids Office	$ ______	$ ______	(45-52)
Through Foreign Student Advisor's Office	$ ______	$ ______	(53-60)
Directly from a bank or finance company	$ ______	$ ______	(61-68)
Other (specify) ________________________	$ ______	$ ______	(69-76)
c. Other type grant (specify)			
____	$ ______	$ ______	(6-13) (5)
____	$ ______	$ ______	(14-21)

V. EMPLOYMENT OPPORTUNITIES

30. If regulations regarding employment were relaxed to enable foreign students to work off-campus or to permit foreign students to work more hours,

(22) a. would you plan to work more hours during the school term? (1) Yes (2) No

(23-24) b. what maximum number of hours would you work per week? ________ hours

(25) c. would you seek work off campus? (1) Yes (2) No

(26) d. what kind of work would you most likely seek?

(1) Professional
(2) Clerical
(3) Sales
(4) Managerial
(5) Service Occupation
(6) Skilled manual trade
(7) Other (specify) ____________
____

31. How many hours per week do you think you would be able to work without
(27-28) jeopardizing your grades?

a. On-campus job:

(1) Less than 10 hours
(2) 10-15
(3) 16-20
(4) 21-24
(5) 25-29
(6) 30 and over

b. Off-campus job:

(1) Less than 10 hours
(2) 10-15
(3) 16-20
(4) 21-24
(5) 25-29
(6) 30 and over

32. If permitted, do you plan to work in the Summer of 1974? (1) Yes (2) No
(29)

VI. Please write below any suggestions or comments you may have about this study, about foreign student employment needs or opportunities, or foreign student financial problems. Attach an extra sheet of paper if you need more space.

Return to: NAFSA Foreign Student Employment and Visa Status Study
2129 Folwell Street, St. Paul, Minnesota 55108

FOREIGN STUDENT EMPLOYMENT AND VISA STATUS STUDY

Supplementary Questionnaire

INFORMATION ABOUT SPOUSE'S EMPLOYMENT

DIRECTIONS: FOR EACH QUESTION, PLEASE CIRCLE THE APPROPRIATE NUMBER TO INDICATE YOUR ANSWER. BASE YOUR ANSWERS ON FALL TERM 1973.

1. (30) Which one of the following best describes your employment status for Fall term 1973? (Consider having a job at any time during Fall term 1973 as being employed but do not include work during Christmas vacation.)

   (1) Was unemployed and not seeking work
   (2) Was unemployed and seeking work
   (3) Had on-campus job
   (4) Had off-campus job
   (5) Other (specify) ____________________

If your answer to item 1 is (3) or (4), continue on. All others stop at this point.

2. (31) What was the nature of your employment for Fall term 1973?

   (1) Professional
   (2) Clerical
   (3) Sales
   (4) Managerial
   (5) Service Occupation
   (6) Skilled manual trade
   (7) Other (specify) __________

3. (32) How much did you earn in total Fall term 1973?

   (1) Less than $100
   (2) $101-300
   (3) $301-500
   (4) $501-700
   (5) $701-900
   (6) $901-1,200
   (7) More than $1,200

4. (33) What was your average pay per hour?

   (1) Less than $1.50
   (2) $1.50-1.99
   (3) $2.00-2.49
   (4) $2.50-2.99
   (5) $3.00-3.49
   (6) $3.50-3.99
   (7) $4.00-4.49
   (8) $4.50 and over

5. (34) How many hours per week were you employed?

   (1) Less than 10
   (2) 10-15
   (3) 16-20
   (4) 21-25
   (5) 25-30
   (6) 31-35
   (7) 36-40
   (8) More than 40

6. (35) About how many weeks were you employed?

   (1) 1-2
   (2) 3-4
   (3) 5-6
   (4) 7-8
   (5) 9-10
   (6) 11 or more

7. (36) How did you find your job?

   (1) Through a University Employment or Placement Office
   (2) Through state or local employment services
   (3) Through the Foreign Student Advisor's Office
   (4) Through a Department Chairman
   (5) Through an academic advisor
   (6) Through a U.S. student
   (7) Through a foreign student
   (8) Through a member of the community
   (9) Completely by yourself
   (0) Other (specify) ______________

THANKS FOR YOUR ASSISTANCE!